

LEVELS  
21-26

# *Engage Literacy*

# TEACHER'S RESOURCE

Extended Edition

Lauren Oxley



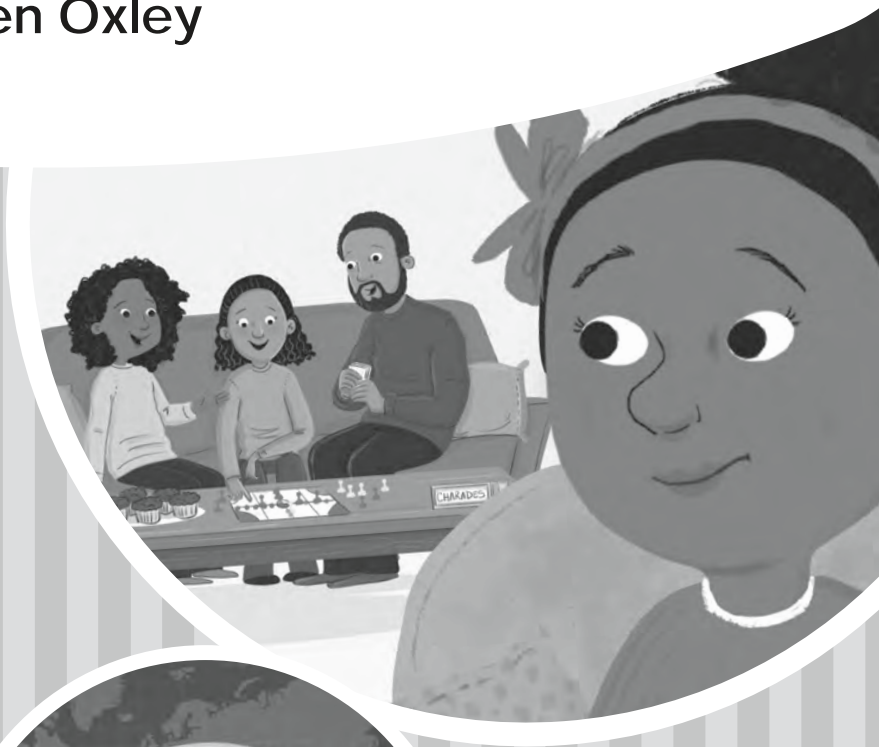
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Engage Literacy Teacher's Resource Levels 21–26 Extended Edition

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

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

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.

**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

• **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.



Above: Digital Poster

• **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.

**Text Card:**

Hot-air balloons can be round, but not all hot-air balloons are round. They can look like lots of things! A hot-air balloon has a basket, a burner, a gas burner and a vent. A basket is a gas burner and a vent. A burner is very strong. The balloon needs to be strong so that it can hold hot air in it.

**Basket**

1. The basket has a basket underneath it. The basket can hold people in it.

**Gas burner**

2. The burner makes fire air hot and the gas goes into the balloon.

**Vent**

3. At the top of the balloon is a hole. This hole is called a vent. It can let air out of the balloon.

**How a hot-air balloon goes up and down**

When hot air is put inside a balloon, it goes up. The hot air makes the balloon make the balloon lift up into the sky. The hot air makes the balloon lighter than the air outside. This helps to make the balloon go up.

**Questions:**

3. At the top of the balloon is a: a) basket b) burner c) vent d) pilot

4. The balloon is made of: a) tin, wood, nylon b) the vent c) gas, down, fast

5. If the pilot wants the hot air balloon to go \_\_\_\_\_, the pilot opens the vent. (go, down, fast)

6. When the pilot \_\_\_\_\_, the vent, it makes the hot air go out of the balloon so that it comes down. (lets, opens, stops)

**Inferential**

7. Why does the pilot open the vent?  
a) To make the people in the balloon laugh.  
b) To scare the people in the balloon.  
c) To make the balloon come down to the ground.  
d) To make the balloon go up.

8. Why do hot air balloons have baskets?  
a) To make the hot air balloon look good.  
b) To hold people and the pilot.  
c) So the pilot can use the basket to go shopping.  
d) The basket is very big and stops the balloon going way up into the sky.

9. Why don't pilots use cold air in balloons?  
Write your answer.

**Applied**

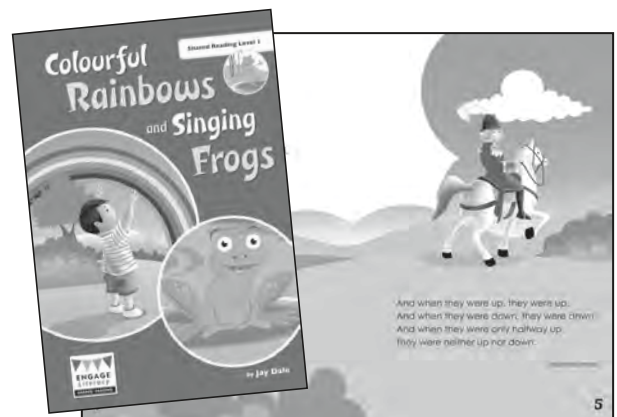
10. Have you seen a hot air balloon? What did it look like?  
Write about it.

Above: Comprehension Cards

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.



Above: Shared Reading Big Books

- **Oral Language Big Books**

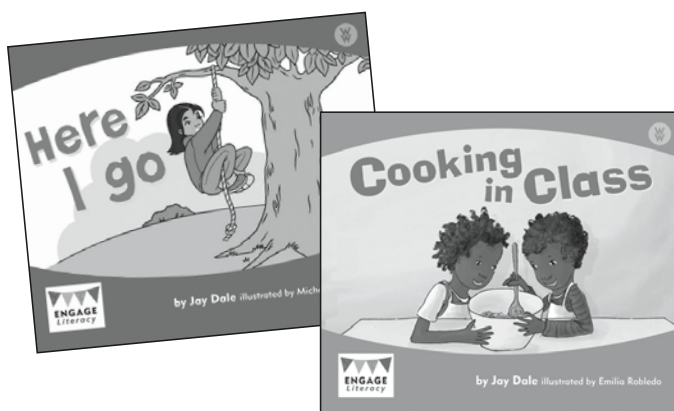
These large-format books promote children's **oral language** and visual literacy skills. Extensive teaching notes have been provided, which include comprehensive question stems. English as a Second Language (ESL) students and English Language Learners (ELL) will benefit greatly from the vocabulary covered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



Above: Oral Language Book A spread

- **Wonder Words pack**

This pack helps children to learn their first 100 sight words in context, through real stories. There are 23 fiction titles from levels 1 to 15, which use repetition, rhythm and common phrases to help children, particularly **English Language Learners**, to learn to read and recognize their first 100 essential words. A comprehensive teacher's resource book, which includes teaching notes and PWs, is included.



Above: Wonder Words pack

## Fiction and non-fiction texts

A balance of the following **text forms** and **text types** has been included in all texts over the 30 levels.

### Fiction

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

### Non-fiction

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

**Transactional:** purpose—to communicate and clarify, e.g. survey, questionnaire, complaint, apology, greeting card, interview, introduction, invitation, letter, speech, e-mail, newsletter; 'five whys' ('Why are you eating an apple? Because I like apples. Why do you like apples?' and so on until five connected questions have been asked)

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

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

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

# Rico to the Rescue

Level 21 Fiction Word count: 624 Text type: Narrative



**Extending vocabulary:** crept, cuddled, slid, waddled, wildlife shelter

**Programme links:** *Rico to the Rescue* E-Book, *Animal Rescue Shelter* (non-fiction)

**Curriculum link:** me/family, animals/pets, environment

**Story summary:** One day, Rico notices that the mother duck and the five fluffy ducklings are missing from his yard. Rico and Mum find the ducklings hiding in the bushes. They spend the day trying to catch the ducklings to take them to the animal shelter.

## Getting started

- Talk about ducks and ducklings. Ask, *What do ducks look like? Where do ducks live?* Discuss how ducks move and what they do. Get children to role-play duck movements.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and cover illustration. Ask children to predict what the text will be about. Ask, *What characters do you think will be in the text? Do you think it will be a fiction or non-fiction text?* Discuss how the title and illustrations help us make predictions.
- Encourage children to share their prior knowledge relating to the title and cover illustration. Ask, *Have you rescued something?*
- Get children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustration as prompts. Ask, *How does this text link with your personal experiences? What other texts can you connect with this text? What knowledge and understandings about the world can you bring to this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *How many fluffy ducklings are waddling behind the mother duck? What size are the ducklings? Why do you think the ducklings like to stay under their mother's wing?*

pages 6–7: Ask, *Where might Mother Duck and her ducklings be? What could be making the cheeping sound that is coming from under the bushes?*

pages 8–9: Ask, *Why do you think the frightened ducklings are cuddled up together in the bushes? Where do you think Rico and Mum look for Mother Duck?*

pages 10–11: Ask, *Why do you think Rico is upset? If something happened to Mother Duck, what should Rico and Mum do?*

pages 12–13: Ask, *Why would Mum be calling the wildlife shelter? What has Rico brought out of the shed? What do you think Rico will use the box for?*

pages 14–15: Ask, *What happens as soon as they reach out to catch the ducklings? Why do you think the ducklings are jumping into the water?*

pages 16–17: Ask, *How are they trying to catch the ducklings from the side of the pool? Where would the ducklings swim when Rico and Mum get close?*

pages 18–19: Ask, *Why do you think Rico came out of the house with his swimming costume on? Why do you think Rico slid into the pool? Are any of the ducklings suddenly going underwater?*

pages 20–21: Ask, *How do you think Rico was feeling when he couldn't catch the ducklings? Where are the naughty ducklings going now? Can Rico and Mum see the ducklings? Where could the cheeping be coming from?*

pages 22–23: Ask, *Why do you think Rico is putting the box next to the bushes? Where are the two ducklings waddling? How could they grab the two ducklings now?*

page 24: Ask, *Where did Rico carefully place the two ducklings? Where would they take the fluffy ducklings?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What do you think will happen? Why do you think this will happen? What helped you make this prediction?*
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using a tool such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding. Encourage children to develop an understanding of characters' attitudes and beliefs through visualising the setting and plot.
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.

- *Summarising:* Ask children to retell and summarise what they have read. Ask, *What were the main events?*
- Ask inferential questions such as: *Why were the ducklings staying close to their mother? Why do you think the ducklings were hiding? Why do you think the ducklings were running away from Rico? Do you think Rico and Mum should have kept the ducklings?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Recall:* Talk about the events of the story. Ask, *What happened in the beginning/middle/end of the story?* Encourage children to recall and sequence the events. Draw six boxes on a sheet of paper and draw arrows pointing from one box to the next, so that it looks like a flow chart. As a group, ask children to draw pictures in the boxes to sequence the events from the story. Get children to complete **PW 1** (page 3), writing and drawing events from the text in sequence.
- *Inferring:* Ask children to recall the events of the story. Ask, *What did the characters do?* Draw a picture of Rico on the board. Encourage children to think of things that Rico did and record them next to the drawing. Ask, *How do you think Rico felt at these parts of the story?* Encourage children to use words such as 'worried', 'nervous' or 'sad'. Get children to complete **PW 2** (page 4), recalling events and writing how Rico felt.

### Graphophonics

- Write 'they're' and 'they are' on the board and show how the apostrophe is written instead of the letter 'a' when the words are joined. Ask children to find and discuss other contractions in the text.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Identify 'crept' and discuss what someone would be doing if they were creeping. Get children to creep around.
- Discuss 'cuddled' and encourage children to model the action of cuddling. Ask, *Why would animals cuddle?*
- Talk about 'slid' and the movement that this word refers to. Compare 'slid' to the meaning of words such as 'rolled', 'fell' and 'drop'. Ask, *How would it have been different if Rico had jumped into the pool?* Get children to brainstorm things that can slide.
- Discuss the meaning of 'waddled' and get children to role-play the movement of waddling. Ask, *Why do you think some things*

*waddle? What other things waddle?* Compare the meaning of 'waddled' with other movement words such as 'trot', 'walk', 'run', 'gallop' and 'creep'.

- *Synonyms:* Discuss how synonyms are words that have a similar meaning. Find 'frightened' in the text and ask children to think of a word with a similar meaning. On paper, list words from the text such as 'below', 'little', 'catch' or 'good' and get children to brainstorm and record synonyms.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Find 'wildlife shelter'. Ask children to articulate what 'wildlife' means. Brainstorm examples of wildlife. Discuss the meaning of 'shelter'. Get children to discuss what a wildlife shelter would be.

### Text conventions

- *Speech marks:* Discuss speech marks. Explain that text between speech marks is what a character says. Get children to identify speech marks in the text.
- *Table of Contents page:* Get children to use the Table of Contents to find different chapters in the text.
- *Chapters:* Get children to identify the chapters in the text. Encourage them to talk about the main things that happened in each chapter.

### Writing

- Ask children to share an experience where they have rescued something. Ask, *What did you do during the rescue? Were you successful? Did you have any difficulties?* Get children to write a recount about their rescue. Encourage them to sequence events using time order words, such as 'first', 'then', 'next' and 'finally'.

### ► English Language Learners

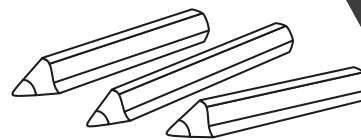
- Look at pictures of ducks. Encourage children to describe the ducks, using terms such as 'feathers', 'bill' and 'webbed feet'. Get children to draw a picture of a duck and label the different parts. As a group, talk about a duck's habitat, behaviours and diet. Support and promote children's language development during discussions. Get children to complete **PW 3** (page 5), labelling the duck picture and writing about ducks. Ensure children understand the meaning of 'habitat', 'diet', 'behaviour' and 'appearance'.

### ► 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 291)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Story map



**You will need:** coloured pencils or crayons

- 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.

**Main teaching focus**

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

**Other teaching focus**

*Comprehension:* Sequencing 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. Then they draw pictures in the boxes to match the sentences.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# How did Rico feel?

- Write things that Rico did or saw in the story.
- Write how these events would have made Rico feel. Explain why he would have felt this way.
- Draw the expression that Rico would have had on his face.



What did Rico do or see?	How would Rico have felt? Why?	What expression would he have?
		
		
		
		
		
		

**Main teaching focus**

*Comprehension:* Inferring a character's feelings in relation to events in a text.

**Other teaching focus**

*Comprehension:* Recalling events from a story.

**Teacher's note**

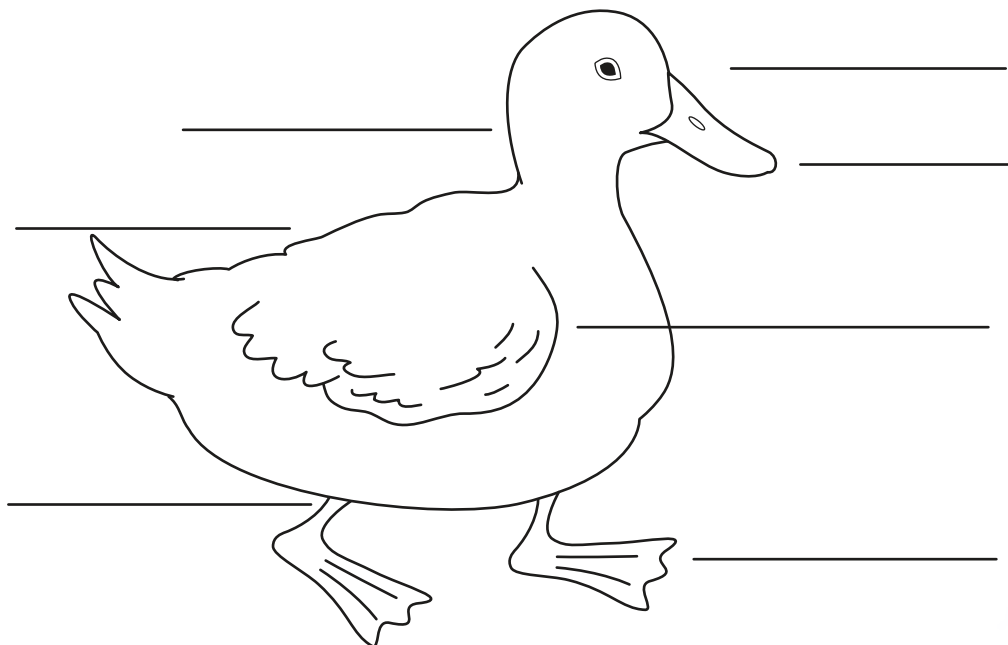
Children recall and record events from the story in the first column of the table. Then they infer and record in the middle column how this would have made Rico feel. In the last column, they draw an expression on Rico's face.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Duck report

**You will need:** coloured pencils or crayons

- Label the parts of the duck using the words in the box.



- wing
- bill
- feathers
- webbed
- feet
- leg
- neck
- head



- Write sentences in each box about a duck's habitat, diet, behaviour and appearance.

<b>Habitat</b>	<b>Diet</b>
<b>Behaviour</b>	<b>Appearance</b>

<p><b>Main teaching focus</b> Oral language development: Language and vocabulary development – ducks.</p>	<p><b>Other teaching focus</b> Writing: Writing sentences and paragraphs with details relating to a specific topic.</p>	<p><b>Teacher's note</b> Children label the body parts of the duck using the words in the box. Then they write sentences relating to a duck's habitat, diet, behaviour and appearance.</p>
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# Strawberry Storm

Level 21 Fiction Word count: 589 Text type: Narrative



**Extending vocabulary:** cosy, least (as in 'at least'), rattled, reminded, rich (as in 'soil'), roared, shreds, spread, unrolled

**Programme links:** *Strawberry Storm* E-Book, *Weather Watch* (non-fiction)

**Curriculum link:** me/family, environment

**Story summary:** Misa and Dad spend Strawberry Saturday planting strawberries in the garden. When there is a thunderstorm on the way, Misa and Dad realise they need to protect the plants. They put their camping tent over the strawberry plants to protect them from the rain and hail.

## Getting started

- Provide strawberries for children to look at and taste (before you do this, check that there are no children who are allergic to strawberries). Ask children to describe what the strawberries look, feel and taste like.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and cover illustration. Ask children to predict what the text will be about. Ask, *What do you think might happen? What characters do you think will be in the text? Do you think it will be a fiction or non-fiction text? What do you think a strawberry storm is?* Discuss how the title and illustrations help us make predictions.
- Encourage children to share their prior knowledge relating to the title and cover illustration. Ask, *Have you ever been in a storm?*
- Get children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustration as prompts. Ask, *How does this text link with your personal experiences? What other texts can you connect with this text? What knowledge and understandings about the world can you bring to this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

*pages 4–5: Ask, Where are Misa and Dad planting the strawberry plants? How would Misa have used the spade to make little holes for the strawberry plants?*

*pages 6–7: Ask, Why would they need to wait at least ten weeks before they eat the strawberries? What do you think Misa can hear?*

*pages 8–9: Ask, What type of storm is coming? Do you think it might rain and hail? How might the strawberry plants be cut to shreds in the storm?*

*pages 10–11: Ask, What do you think Misa is thinking? Do you think she wants the plants to get shredded? How could they protect the strawberry plants? What could they use to cover the strawberry plants?*

*pages 12–13: Ask, How were Misa and Dad protected from the storm when they went camping? What could they use the tent for now?*

*pages 14–15: Ask, What did Dad get from the shed? What is Dad unrolling? Why did Misa run and get a hammer?*

*pages 16–17: Ask, Where did Dad hammer the tent poles? Where have they spread out the tent? What do you think is making the loud rumbling sound?*

*pages 18–19: Ask, Why do you think Misa is looking out the window? How would the rain be helping the garden?*

*pages 20–21: Ask, What would the storm be doing to the trees? Why would the windows be rattling? What might be happening to the lights?*

*pages 22–23: Ask, What did Misa see when she looked out the window this time? Do you think the strawberry plants are safe?*

*page 24: Ask, What special treat has Misa made for Dad ten weeks later?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using a tool such as a dictionary.
- **Visualising:** Discuss visualising and ask children to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.

- *Summarising*: Ask children to retell and summarise what they have read. Ask, *What were the main events?*
- Ask inferential questions such as: *How would the hail cut the strawberry plants to shreds? How would covering the strawberry plants protect them?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Making connections*: Talk about how good readers connect the text that they are reading to their own experiences, other texts they have previously read and things about the world. Write the phrases 'text-to-self', 'text-to-text' and 'text-to-world' on the board. Ask children to share personal experiences, other texts and knowledge of the world that they were reminded of while reading. Record children's responses next to the phrases. Get children to complete **PW 4** (page 8), recording connections they made.
- *Recall*: Talk about the characters, setting and plot. Ask, *What characters were in the story? Where did the story take place? What happened in the story?* Get children to draw a picture of the setting, characters and their favourite part of the plot. Ask them to share and explain their drawing.

### Graphophonics

- Find the words 'strawberry' and 'strawberries'. Talk about how 'strawberry' means one strawberry and 'strawberries' is the plural that means more than one. Talk about how the letter 'y' on the end of 'strawberry' is changed to an 'i' and then 'es' is added to the end.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words.
- Identify 'cosy' and discuss what it means. Ask, *How does something feel if it is cosy?*
- Discuss 'least' (as in 'at least') and talk about how it means the smallest amount. Ask children to think of other times they have heard the phrase 'at least'.
- Talk about 'rattled' and the sound that this word refers to. Get children to demonstrate a rattling noise. Ask them to think of other things that rattle, such as a door or keys.
- Discuss the meaning of 'reminded'. Talk about how seeing, hearing, smelling, feeling and tasting can remind us of things. Ask, *What things are you reminded to do?*
- Talk about the meaning of 'rich'. Talk about things that can be rich, such as people with a lot of money or a cake. Discuss how soil is 'rich' if it has a lot of nutrients.

- Identify 'roared' in the text. Talk about the sound the wind would make when it roared through the trees.
- Discuss 'shreds' and how it means something is ripped into long, thin strips. Talk about other things that can be shredded, such as paper or lettuce leaves.
- Talk about 'spread' and encourage children to demonstrate spreading something around. Discuss how when something is spread, it covers an area.
- Find 'unrolled' and ask children to explain its meaning. Compare the meanings of 'rolled' and 'unrolled'.
- *Synonyms*: Discuss how synonyms are words that have a similar meaning. Find 'large' in the text and ask children to think of a word with a similar meaning, e.g. 'huge'. On paper, list words from the text such as 'running', 'loud', 'clever' or 'good' and ask children to brainstorm and record synonyms. Get children to complete **PW 5** (page 9), matching synonyms.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Find 'tent pegs'. Ask children to explain what a tent is. Get them to describe what pegs do.
- Discuss the phrase 'flash of lightning'. Talk about how a flash happens quickly.

### Text conventions

- *Commas*: Discuss commas and ask children to identify them in the text. Talk about how readers pause at a comma.
- *Chapters*: Ask children to identify the chapters in the text. Ask, *Why would a text be written in chapters?*

### Writing

- Encourage children to talk about a time they have seen a storm. Ask, *What could you see? What did it sound like? How did you feel?* Encourage children to use their experience to write a text titled 'The Big Storm'. Get children to use paragraphs to sequence ideas.

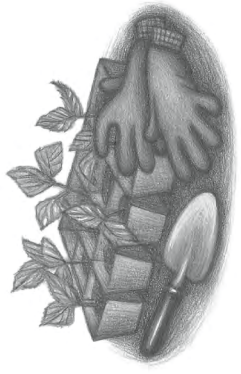
### ► English Language Learners

- Collect the items required to make a strawberry garden: planter box, soil, spade, watering can, straw and strawberry plants. Ask children to describe each of the items and their use. As a group, plant and water the strawberry plants. Get children to complete **PW 6** (page 10), sequencing the steps in growing strawberries.

### ► 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 292)

Name: \_\_\_\_\_ Date: \_\_\_\_\_



# Making connections

- Write text-to-self connections you made while reading *Strawberry Storm*.
- Write text-to-text connections you made while reading *Strawberry Storm*.
- Write text-to-world connections you made while reading *Strawberry Storm*.

Text-to-self connections	Text-to-text connections	Text-to-world connections

**Main teaching focus**

*Comprehension:* Making connections – text-to-self, text-to-text, text-to-world.

**Other teaching focus**

*Comprehension:* Writing sentences and paragraphs with details relating to a specific topic.

**Teacher’s note**

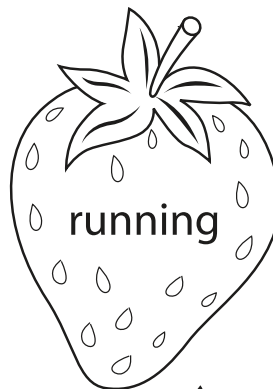
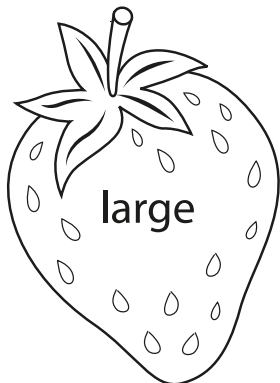
Children record text-to-self, text-to-text and text-to-world connections they made while reading the text.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Synonyms

- Draw a line connecting the words in the strawberries to their synonyms. There may be more than one for each word. Circle words that do not have synonyms.

terrible



sliced

smart

intelligent

great

tiny

awful

jogging

booming

munch

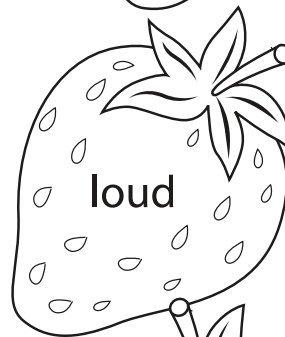
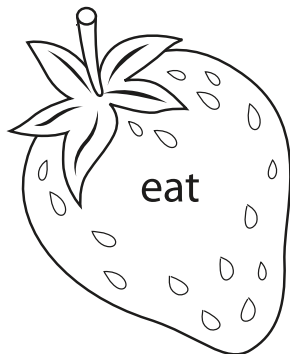
shocking

quiet

little

huge

big



gobble

noisy

chop

huge

bright

racing

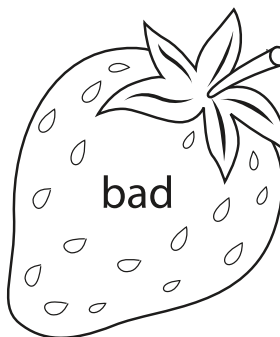
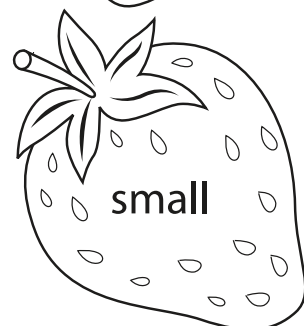
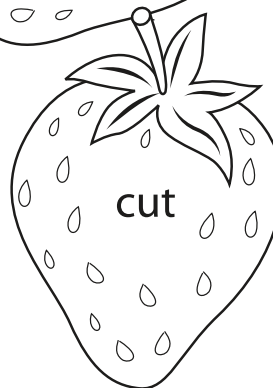
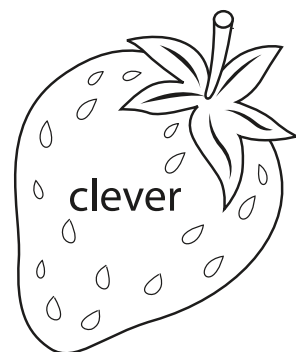
dashing

chopped

chew

fantastic

walking



**Main teaching focus**  
Vocabulary: Synonyms.

**Other teaching focus**  
Vocabulary: Definitions and word meanings.

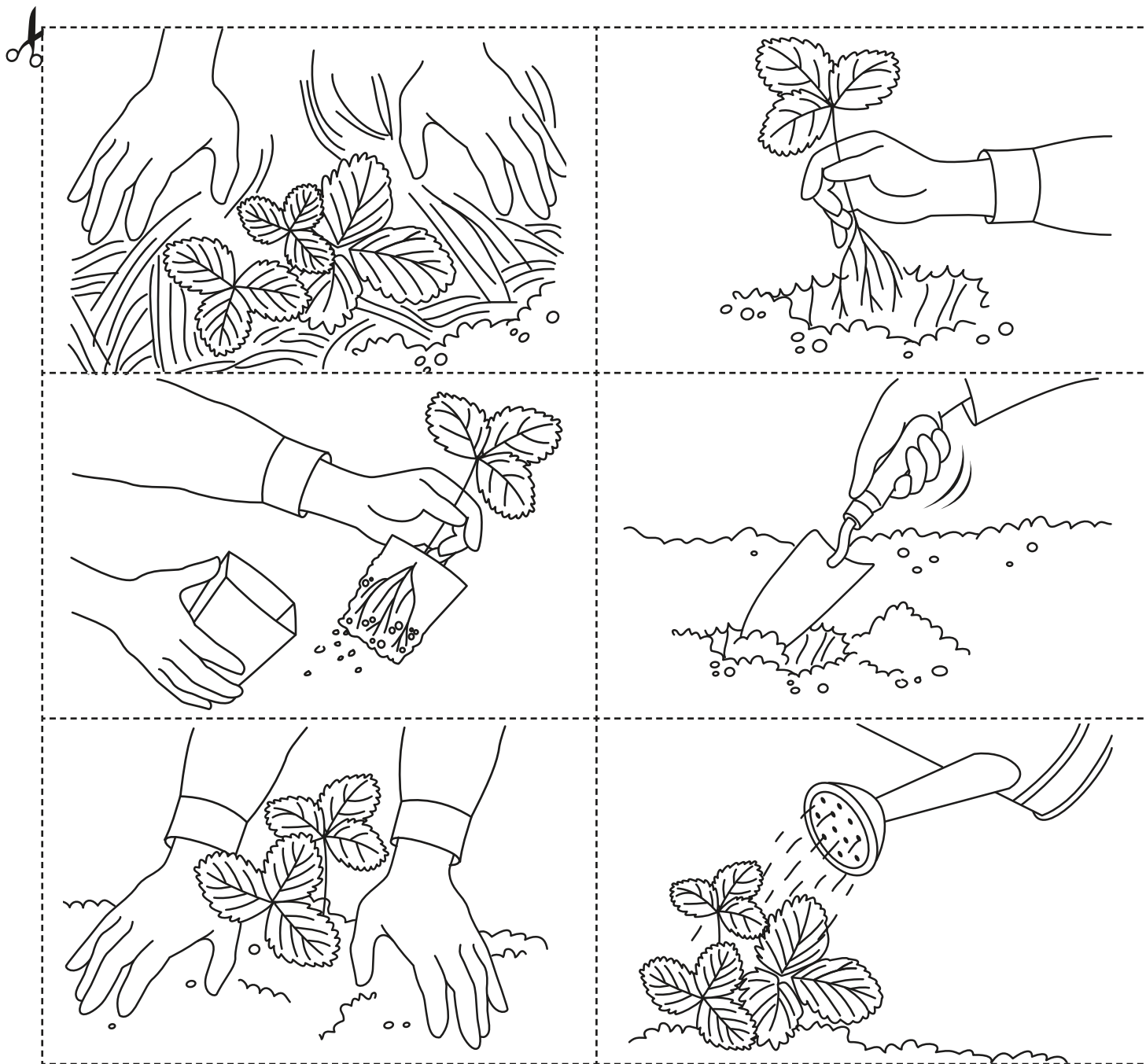
**Teacher's note**  
Children draw a line between the words inside the strawberries to their matching synonyms. Then they identify the words that do not match any of the given words.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Planting strawberries

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

- Cut out the pictures and put them in the correct order.
- Paste the pictures on a strip of paper.
- Write a sentence under each picture and colour the pictures.



**Main teaching focus**

Oral language development: Language and vocabulary development – planting, gardening.

**Other teaching focus**

Writing: Writing a simple procedural.

**Teacher's note**

Children cut out and sequence the pictures to show the order of planting strawberries. Then they paste the pictures on a strip of paper and write a sentence under each picture explaining the process.

# The Tortoise and the Birds

Level 21 Fiction Word count: 547 Text type: narrative



**Extending vocabulary:** amounts, another, answered, cracked, few, finally, greedy, lack, large, nearly, odd, plenty, reached, share, straight, surprised, tied, visit

**Programme links:** *The Tortoise and the Birds* E-Book, *The Amazing Continent of Africa* (non-fiction)

**Curriculum links:** animals, myths/legends/fables

**Text summary:** This African fable tells the story of a greedy tortoise who goes with the birds up to the cloud people and eats nearly all the food. The tortoise then falls back down to earth and cracks his shell.

## Getting started

- Ask, *What does it mean to be greedy? Why might people be greedy? Ask children to discuss examples of people being greedy. Ask, When have you seen someone be greedy? Have you ever been greedy? Also discuss possible consequences of being greedy.*

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the story will be about. Ask, *Do you think it will be a fiction or non-fiction text? Discuss how the title and cover pictures help us make predictions.*
- Ask children to share their prior knowledge. Ask, *What do you know about tortoises or birds? What do you know about being greedy?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.
  - page 3: Ask, *After looking at the Table of Contents page, what do you think we will read about?*
  - pages 4–5: Ask, *What type of odd people live above the clouds? Why do you think the birds were the only animals to have ever met the ‘cloud people’?*
  - pages 6–7: Ask, *Why do you think the earth is brown and dry? Why would the animals be hungry? How might the cloud people be able to help the animals?*
  - Pages 8–9: Ask, *Why do you think the birds are happy about visiting the cloud people? Who lives in the hole under the rock? How might the tortoise feel as the birds are chatting about all the food they were going to eat? How might the tortoise be able to go with them?*
  - pages 10–11: Ask, *Why do you think the birds felt sorry for the tortoise? What have they tied to his feet? Why do you think they have named him ‘All of You’?*
  - pages 12–13: Ask, *What are birds and the tortoise doing? Where are they flying?*
  - pages 14–15: Ask, *Are the cloud people happy to see them? What had the cloud people cooked? Who is the food for?*
  - pages 16–17: Ask, *Who grabbed the food and ate nearly all of it? Why were there only a few crumbs left for the birds? Why were the cloud people surprised?*

pages 18–19: Ask, *Why do you think the birds were upset with the tortoise? Where are the birds going? Who is left in the clouds?*

pages 20–21: Ask, *Why does the tortoise want the parrot to help him? Why would the tortoise want his wife to put out some soft grass and leaves for him to fall on?*

Pages 22–23: Ask, *What did his wife put out for him to land on? What happened to his shell when he fell down to earth?*

Page 24: *Why do you think the tortoise’s wife had to look after him day and night? Do you think his shell was ever the same again?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Ask children to read the text independently (chapter, page, or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to ‘paint a picture’ as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events?*
- Discuss how this narrative text is a fable. Talk about how readers can learn a lesson through the events in the text. Ask, *What was the moral of this story?*
- Ask inferential questions such as: *Why were the birds the only animals that had seen the cloud people? Why did the tortoise want to go with the birds to visit the cloud people? Why do you think birds felt sorry for the tortoise? If someone is kind to you, how might you act toward them?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- **Summarising:** Ask children to discuss the characters and events of the story. Ask, *What happened in the beginning/middle/end of the story? What was the problem in the story?* As a group, make a list of the main events in each chapter to summarise the story. Then encourage children to use the summary to retell the story. Get children to complete **PW 7** (page 13).
- **Inferring:** Discuss the moral of the story. Ask, *What lesson do we learn from reading this story? What does this story teach us about being greedy?* Ask children to talk about the characters and the way they behaved in the story. Discuss how the tortoise was greedy and selfish. Find examples in the text which support this. Talk about the cloud people and the birds and compare them to the tortoise. Ask, *Did these characters behave in the same way as the tortoise? How did they act thoughtfully and kind?* Get children to complete **PW 8** (page 14).
- **Questioning:** Write a list of literal questions (questions where the answer is explicitly stated in the text) on the board. For example, *Who lived in the clouds? What did the birds tie to the tortoise to help him fly? How did the tortoise crack his shell?* Get children to answer the questions by locating the answer in the text.

### Graphophonics

- Find the words 'grow' and 'brown'. Discuss the 'ow' vowel digraph in each word. Talk about how 'ow' can make a long sound (e.g. as in 'grow') or a short sound (e.g. as in 'brown'). Brainstorm words containing long and short 'ow' digraphs. Get children to complete **PW 9** (page 15).

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how readers need to understand word meanings in order to fully comprehend a text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Discuss the following vocabulary: 'amounts', 'another', 'answered', 'cracked', 'few', 'finally', 'greedy', 'lack', 'large', 'nearly', 'odd', 'plenty', 'reached', 'share', 'straight', 'surprised', 'tied' and 'visit'.
- Ask children to use/write the words in a sentence to show their understanding of the meaning.
- Write each word on a card and place the cards in pile. Ask children to take turns selecting a card from the pile without anyone seeing the word on their card. They then role-play actions for others to guess the word on their card.

- Discuss synonyms and antonyms for each word. For example, ask, *What is a word that has a similar meaning to 'plenty'? What is a word that means the opposite of 'large'?*
- Ask children to locate the vocabulary words in the text. Encourage them to use the content of the sentence to explain the meaning of the word.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Discuss the phrase 'they tied the feathers to his feet so he could fly'. Ask, *Who does the word 'they' refer to?* Talk about how readers need to read the previous sentences to identify that the word 'they' refers to the birds. Talk about the meaning that can be gained from this sentence. Ask, *Where did they tie the feathers? Why did they tie the feathers to his feet?*
- Talk about the sentence 'We have plenty of good food to share'. Ask, *How much food do they have? What are they going to do with the food?*
- Discuss the sentence 'For many years the earth was brown and dry from lack of rain'. Ask, *How many years was the earth brown and dry? Why was the earth brown and dry?*

### Text conventions

- **Commas:** Discuss commas and ask children to identify them in the text. Talk about how readers pause at a comma.
- **Chapters:** Ask children to identify the chapters in the text. Ask, *Why would a text be written in chapters?*
- **Sentence features:** Discuss how sentences begin with a capital letter and end with a full stop, exclamation point or question mark. Encourage children to identify sentences in the text.

### Writing

- Encourage children to talk about a time they have been greedy. Ask, *When have you been greedy? What were you being greedy with? How did you feel? Why were you being greedy? What were the consequences of you being greedy?* Ask children to write a reflection text about being greedy.

### ► English Language Learners

- Discuss the two types of animals in the text – tortoises and birds. Provide children with pictures of these animals or look at the illustrations in the text. Ask children to describe how the animals look and identify their features. Then discuss where the animals live, how they move and what they eat. Ask children to compare and contrast tortoises and birds by identifying how they are similar and different.

### ► Assessment

- PWs 7, 8 and 9 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 7 could be kept in the child's portfolio
- Complete Running Record (page 293)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Chapter summaries

- Write the main events from each chapter.

Chapter 1 Food to Share

Chapter 2 Greedy Tortoise

Chapter 3 Cracked Shell

**Main teaching focus**

*Comprehension:* Summarising – retelling the main events

**Other teaching focus**

*Comprehension:* Summarising – sequencing events

**Teacher's note**



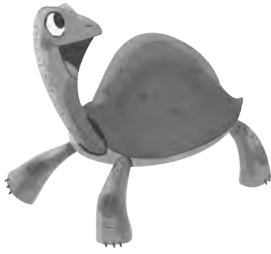

Children record the main events in each chapter to summarise the text.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Who was greedy?

- Decide if the characters were greedy.
- Record evidence from the text to support your inference.

Character	Were they greedy? (Circle your answer)	Evidence in the text
The cloud people 	Yes/No	
The birds 	Yes/No	
The tortoise 	Yes/No	
The tortoise's wife 	Yes/No	

**Main teaching focus**

Comprehension: Inferring a character's traits

**Other teaching focus**

Comprehension: Recalling events from the text

**Teacher's note**

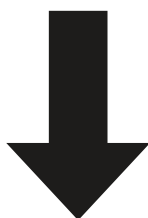
Children record whether or not the characters were greedy. Then they record examples from the text which support their inference.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# 'ow' words

- Record 'ow' to complete each word.
- Read each word. Remember 'ow' can make a long sound or a short sound.
- Draw lines to match the words to the pictures.

c _ _ _
t _ _ _ n
d _ _ _ n
sn _ _ _
cl _ _ _ n
thr _ _ _
bl _ _ _
cr _ _ _ n
b _ _ _
_ _ _ l



**Main teaching focus**  
Graphophonics: 'ow' vowel digraph

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

**Teacher's note**  
Children complete each word by recording 'ow'. They then read the words (using a long or short sound for the 'ow') and draw lines to match the words to the pictures.

# Buddy and the Lobster Boat



Level 21 Fiction Word count: 606 Text type: narrative

**Extending vocabulary:** another, believe, closer, danger, dived, either, empty, enough, farther, fisherman, followed, gently, grinned, knew, large, lobster, loud, nearly, reached, terrible, through, towards, traps

**Programme links:** *Buddy and the Lobster Boat* E-Book, *Working Animals* (non-fiction)

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

**Text summary:** Grace is going with her dad on the lobster boat. Her dog, Buddy, comes along too. When he sees a lobster, Buddy gets scared and falls into the water. Two dolphins help Buddy swim safely back to the beach.

## Getting started

- Talk about lobsters. Discuss what they look like and where they live. Encourage children to look at pictures of lobsters online. Talk about how fishermen try to catch lobsters in nets on lobster boats.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the story will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and cover pictures help us make predictions.
- Ask children to share their prior knowledge. Ask, *What do you know about fishermen and lobster boats? Have you ever been on a fishing boat?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.
  - page 3: Ask, *After looking at the Table of Contents page, what do you think we will read about?*
  - pages 4–5: Ask, *What do you think Grace's dad uses his lobster boat for? What do you think Grace and her dad use the traps on the boat for? Who is on the beach wagging his tail?*
  - pages 6–7: Ask, *Why would Dad think that Buddy should go back home? Does Grace want Buddy to come along on the boat?*
  - pages 8–9: Ask, *Where is the boat now? What are they hoping to have caught in the traps? What did Grace find when Dad stopped the boat by the third trap?*
  - pages 10–11: Ask, *Why would Dad need to check the size of the lobster? Where did he place the lobster to keep it cold? What is the lobster doing with its claws? Why do you think Buddy got scared? What happened when Buddy jumped back?*
  - pages 12–13: Ask, *Why can't Grace grab Buddy out of the water? Why can't they reach Buddy? Why would they try to throw the life ring over Buddy?*
  - pages 14–15: Ask, *What happened when Grace threw the life ring into the water? What is pushing Buddy farther away?*
  - pages 16–17: Ask, *Why might Grace be worried about sharks? Was bringing Buddy on the boat trip a good idea? Was Buddy in danger?*

pages 18–19: Ask, *What can Grace and Dad see as they look out to sea? What are swimming on either side of Buddy? How are the dolphins gently pushing Buddy along?*

pages 20–21: Ask, *Why would Dad think it is amazing how the dolphins are helping Buddy? Has Buddy nearly reached the sand? How had Buddy washed up on the beach? How was Grace able to grab Buddy?*

pages 22–23: Ask, *Why do you think Buddy ran toward the water and barked?*

page 24: Ask, *What are the dolphins doing? Why would Buddy be barking again and wagging his tail up and down? Why have the dolphins jumped up and then dived back into the sea?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events?*
- Discuss how this text is a narrative. Talk about the structure of the text and ask children to identify the orientation, complication and resolution.

- Talk about the characters in the text and discuss their role in the story.
- Ask inferential questions such as: *Why do you think Grace's dad didn't want Buddy to come along at first? How do you think Grace felt when Buddy fell into the sea? Do you think Grace will bring Buddy on another fishing trip? Why/why not?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- **Questioning:** Ask children to recall the events from the story. On strips of paper, write question stems, such as 'who', 'what', 'when', 'where', 'why' and 'how'. Ask children to take turns selecting a question stem and then asking a question about the text that begins with the word on that card. For example, 'Where did Buddy fall?' and 'Who helped Buddy back to the beach?' Encourage children to answer each other's questions. Get children to complete **PW 10** (page 18).
- **Characters:** Discuss the characters in the story – Grace, Dad, Buddy and the dolphins. As a group, list facts about the characters in the text. For example, children may record facts about their appearance, actions and traits. Encourage children to discuss how the characters are similar and different. Get children to complete **PW 11** (page 19), presenting information about the characters on a character mobile.
- **Visualising:** On the board, write the sentence 'Dad started the boat and it moved away from the jetty'. Ask children to read the sentence and visualise an image in their mind. Provide children with paper and coloured pencils and have them draw a picture of what they visualised. Compare and contrast the drawings. Repeat with other sentences.

### Graphophonics

- Find the word 'Grace' and discuss the sound the 'c' makes in this word. Model how it makes an 's' sound. Brainstorm other words that have a letter 'c' making this sound.
- Identify the word 'lobster' and discuss the vowel before 'r' – 'er'. Talk about the sound these letters make when sounded together. Ask children to find other 'er' words in the text.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how readers need to understand word meanings in order to fully comprehend a text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Discuss the following vocabulary: 'another', 'believe', 'closer', 'danger', 'dived', 'either', 'empty', 'enough', 'farther', 'fisherman', 'followed', 'gently', 'grinned', 'knew', 'large', 'lobster', 'loud', 'nearly', 'reached', 'terrible', 'through', 'towards', 'traps'.
- Ask children to say/write the words in a sentence to show their understanding of the meaning.

- Provide children with blank cards. Have them write a vocabulary word on each card and the definition of each word on a card. Jumble up the cards and ask children to match the words with the definitions.
- Discuss synonyms and antonyms for each word. For example, ask, *What is a word that has a similar meaning to 'gently'? What is a word that means the opposite of 'closer'?*
- Ask children to locate the vocabulary words in the text. Encourage them to use the content of the sentence to explain the meaning of the word.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Discuss the phrase 'set off'. Talk about how it means that someone or something is leaving or starting a journey
- Identify the sentence 'Then Dad stopped the boat by the third trap'. Discuss the phrase 'by the third trap'. Talk about how it means that Dad stopped the boat 'next to' the third trap.
- Identify the sentence 'Their fins slid through the water, as their noses pushed him gently along'. Ask, *What were the dolphins doing? What were they doing with their noses as their fins slid through the water? How were they pushing Buddy along?*

### Text conventions

- **Commas:** As a group, discuss commas and ask children to identify the commas in the text. Model how readers should pause at a comma.
- **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.
- **Sentence features:** Discuss how sentences begin with a capital letter and end with a full stop, exclamation point or question mark. Encourage children to identify sentences in the text.

### Writing

- Discuss how the dolphins rescued Buddy by helping him back to the beach. Ask, *How did the dolphins help Buddy? What might have happened if the dolphins hadn't helped Buddy?* Encourage children to talk about other rescue stories they know of. Ask them to write a narrative about a great rescue.

### ► English Language Learners

- Talk about fishing. Ask, *What do you call someone who goes fishing? What tools and equipment does a fisherman use? What clothes might a fisherman wear? Where can people go fishing?* Look at pictures of people fishing online. Build children's vocabulary by identifying items in the pictures. Get children to complete **PW 12** (page 20).

### ► 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 294)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Asking questions

- Write questions about the story using the question stems.
- Ask a friend to answer your questions!

Who?

What?

When?

Where?

Why?

How?

**Main teaching focus**

*Comprehension:* Asking questions about a text.

**Other teaching focus**

*Comprehension:* Recalling events from a text.

**Teacher's note**

Children write three questions about the story for each of the question stems. They then answer each other's questions.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Character mobile

**You will need:** scissors, coloured pencils, string, tape, coat hanger

- Cut out the characters. Write about the characters' appearance, thoughts, feelings and actions on the back of their picture.
- Create a mobile by using tape to attach a piece of string to the back of each picture and then attaching the other end of the string to the coat hanger.

**Main teaching focus**

*Comprehension:* Character's thoughts, feelings and actions.

**Other teaching focus**

*Comprehension:* Recalling events from a text.

**Teacher's note**

Children cut out the pictures, then on the back write about each character's thoughts, feelings and actions. Children make a mobile by using tape to attach a piece of string to the back of each picture and attaching the other end of the string to the coat hanger so that the characters are hanging.

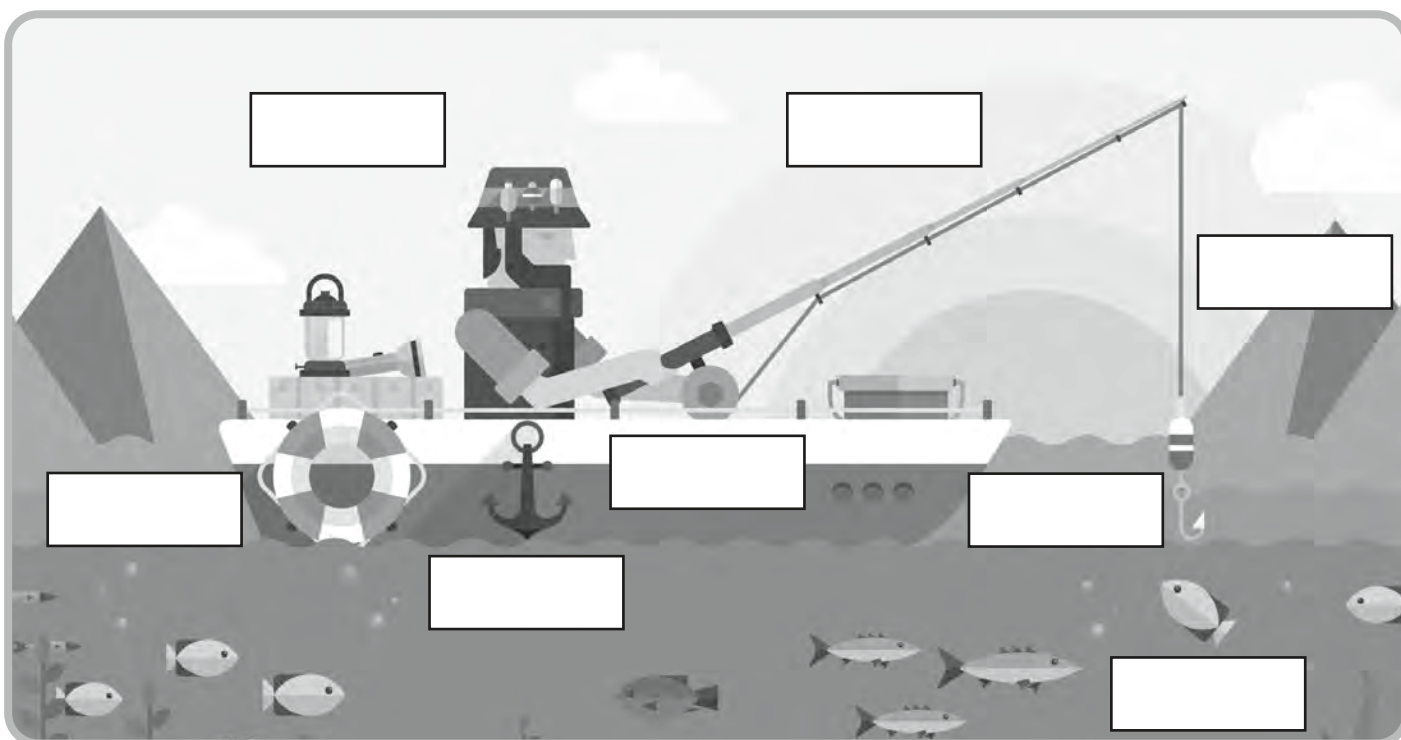
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Going fishing

You will need: coloured pencils

- Label the picture using the words in the box.
- Imagine you were going fishing for a day. Write about what you would see and do.

hat	rod	reel	hook
fish	life ring	anchor	line




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**Main teaching focus**

*Vocabulary:* Vocabulary development – fishing theme.

**Other teaching focus**

*Writing:* Writing a text using new vocabulary.

**Teacher's note**

Children label the picture of the fisherman using the words in the box. They then imagine they are going fishing and write about what they would see and do. Encourage children to use the fishing vocabulary in their writing.

# Too Cold in the Desert

Level 21

Fiction

Word count: 591

Text type: Narrative



**Extending vocabulary:** answered, curled, few, finally, friendly, sky, stared, staring, suddenly, surprised, we're

**Programme link:** Reptiles (non-fiction)

**Curriculum links:** animals, environment

**Story summary:** Ruby wakes up and is very cold. She tries to find somewhere to warm up. The tortoise and skunk tell her to go away. Ruby gets away from the scary bird. The rabbits hop away from her. Ruby heads toward the rocks. She finds another snake just like her. Now she has a place to keep warm and a new friend.

## Tuning in

- Talk about the desert. Discuss what the environment is like, the types of plants that grow there and the animals that live in the desert. Ask, *What is the temperature in the desert?*

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and cover illustration help us make predictions.
- Ask children to share their prior knowledge. Ask, *What animals do you know of that live in the desert? Do you know why a snake might be cold in the desert?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text? What knowledge of the world do you have that links with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *Where had Ruby slept all winter long? Why do you think it is time for Ruby to come out? Why do you think Ruby is feeling very cold? Why do you think she kept going?*

pages 6–7: Ask, *Where might Ruby find a place to rest and warm up? Why did she mistake a tortoise for a rock? Why has Ruby curled up into a tight ball?*

pages 8–9: Ask, *Where might Ruby go now to get warm? Where can she see the skunk? Does the skunk look nice and warm? Why might the skunk want Ruby to stay away?*

pages 10–11: Ask, *What happened when Ruby got closer to the skunk? What was the terrible smell? Why do you think Ruby decided to keep going?*

pages 12–13: Ask, *Does the cosy looking nest seem like a good place for Ruby to get warm? What does Ruby suddenly see when she looks up? What is the scary looking bird doing?*

pages 14–15: Ask, *Why do you think the bird asks Ruby where she is going? Why is Ruby going away from the scary bird? Where might she hide?*

pages 16–17: Ask, *What did Ruby see when she came out from*

*the rocks? Could she stay warm by sitting next to the rabbits? Do you think the rabbits will let Ruby sit with them?*  
pages 18–19: Ask, *What do the rabbits do? Why are they afraid of snakes? Does Ruby want to hurt the rabbits?*  
pages 20–21: Ask, *Why would Ruby be getting colder and colder? Why would she slide over to the group of rocks? How can the sun make the rocks nice and warm? Could Ruby get warm and cosy curled up against the rocks?*  
pages 22–23: Ask, *Where can Ruby see two tiny eyes peeping out? Who might be between the rocks? What could be making the little hiss sound?*  
page 24: Ask, *Who was in the rocks? Did the little snake look just like Ruby? Did Ruby find a place to keep warm and a friend?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain an understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), have children ask and answer questions related to it.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events?*
- Ask inferential questions such as: *Why did Ruby hide from the scary bird? Why did Ruby mistake the tortoise for a rock?*



## After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings.

Choose from the following activities.

### Comprehension

- *Recall:* Discuss the events of the story. Have children discuss what happened to Ruby in the beginning, middle and end of the story. Recall the other characters in the story. Ask, *What happened when Ruby found the other animals? Did all the animals react in the same way to Ruby? Why/why not?* Have children complete **PW 13**.
- *Summarising:* Have children recall the main events of the story. Ask, *What happened in the beginning, middle and end of the story?* Discuss the structure of a narrative and have children summarise the narrative by identifying the orientation, complication, series of events and resolution. Have children complete **PW 14**.

### Phonological awareness/Graphophonics

- Write 'wasn't' and 'was not' and show how the apostrophe is written instead of the letter 'o' when the words are joined. Have children find and discuss other contractions in the text.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Identify 'answered' and discuss how it refers to a reply or a response. Explain that answers are given to questions. Ask, *When have you answered a question?*
- Discuss how 'curled' refers to something that is made into the shape of a coil or ring. Encourage children to show how they can 'curl' up into a ball.
- Identify 'few' and discuss how it means 'not many' or only a small number of something. Have children give examples of times they have seen a 'few' of something.
- Discuss how 'finally' refers to something happening after everything else or at the last moment. Talk about how we can also use the word 'finally' to describe something that has taken a long time to happen.
- Identify 'friendly' and discuss how it refers to someone being welcoming and pleasant to others. Have children brainstorm things people might do or say when they are being friendly.
- Discuss 'sky' and how it refers to the air or space above the earth. Have children look at the sky and describe what they can see.
- Identify 'stared' and 'staring' and how they refer to looking at something in a steady, fixed way with your eyes open wide.
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Have children show how they can stare at something in the room.

- Identify 'suddenly' and how it refers to something that happens without notice or warning. Ask, *If something happens suddenly, why wouldn't you be expecting it?*
- Identify 'surprised' and discuss how it refers to being shocked or amazed by something unexpected. Ask, *When have you been surprised by something?*
- Identify 'we're' and discuss how it is a contraction. Explain that 'we're' is the shortened version of 'we are'.

### Combining vocabulary for better understanding

- Discuss interesting phrases in the text. Talk about how readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the sentence 'Ruby was about to slide under the rock when suddenly it moved'. Have children discuss the way Ruby was moving, where she was going and how the 'rock' moved when she got near it.
- Discuss the phrase 'cosy looking nest'. Have children describe what the nest might be like.
- Talk about the sentence 'She would be cosy curled up against the rocks'. Have children explain how Ruby would look curled up and where she would be. Have them draw a picture to show what they visualised.

### Text conventions

- *Commas:* As a group, discuss commas and have children identify the commas in the text. Model how readers pause at commas.
- *Speech marks:* Discuss speech marks. Explain that text between speech marks is what a character is saying. Have children identify speech marks in the text. Then have children complete **PW 15**.

### Writing

- Discuss how Ruby 'kept going' in the text even when things were difficult or disappointing for her. Have children find examples of her persisting in the text. Have children write a text explaining a time they have persisted with something.

### ► English Language Learners

- Give children pictures of deserts. As a group, describe what the environment is like, animals that can live in deserts and plants that survive there. Provide children with a sheet of paper and have them write 'desert' in the middle of the page. Have the brainstorm and record 10 facts that they know about deserts.

### ► 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 295)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Recall

- Recall how the animals reacted when they met Ruby. Write about what they did, what they said and how they felt.




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**Main teaching focus**

*Comprehension:* Recalling events from the story

**Other teaching focus**

*Comprehension:* Identifying characters' thoughts, feelings and actions

**Teacher's note**

Children recall how the animals reacted to Ruby. Then they write what the animals did, said and how they felt.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Story retell

- Retell the story by recording the orientation, complication, series of events, resolution and ending.

Orientation
Complication
Series of events
Resolution
Ending

**Main teaching focus**

*Comprehension:* Retelling a narrative – orientation, complication, series of events, resolution, ending

**Other teaching focus**

*Comprehension:* Summarising a story by identifying the main events

**Teacher's note**

Children retell the narrative by recording the orientation, complication, series of events, resolution and ending.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Speech marks

**You will need:** coloured pencils

- Add the speech marks.
- Colour the words that Ruby said red.
- Colour the words that the skunk said green.

Once the tortoise was gone, Ruby looked up.

I'm so cold, she thought.

I have to find somewhere warm.

In and out of the rocks she went.

All of a sudden, she saw a friendly face.

It was a skunk!

The skunk was sleeping in a large hole.

You look nice and warm, said Ruby.

The skunk sat up suddenly.

Oh, no! yelled the skunk.

Stay away!

Wait! said Ruby.

I just want to get warm.

But as she got closer, she smelled something terrible.

I think I'll just keep going, Ruby said to herself.

**Main teaching focus**

*Text conventions:* Speech marks

**Other teaching focus**

*Comprehension:* Recalling what a character does, thinks and says

**Teacher's note**

Children add the speech marks so that the dialogue is correct. Then they colour over the words that Ruby says in red and the words that the skunk says in green.

# Animal Rescue Shelter



Level 21 Non-fiction Word count: 546 Text type: Transactional

**Extending vocabulary:** gather, enough, hobbies, pens (as in 'enclosures'), sweet (as in 'cute'), sure, teenagers

**Programme links:** *Animal Rescue Shelter* E-Book, *Rico to the Rescue* (fiction)

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

**Text summary:** Read Jimmy's letter to his Aunt Pam, which explains how he and his mum have been helping at the Animal Rescue Shelter. Find out the types of animals that are at the animal shelter and how Mrs Rosso and the helpers care for the animals.

## Getting started

- Talk about different types of pets. Discuss what people need to do to take care of pets. Ask, *What might happen if a pet is lost? How would an animal shelter help pets?*

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and cover picture. Ask children to predict what they think the text will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and picture help us make predictions.
- Encourage children to share their prior knowledge relating to the title and cover picture. Ask, *Have you ever seen an animal shelter?*
- Get children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover picture as prompts. Ask, *How does this text link with your personal experiences? What other texts can you connect with this text? What knowledge and understandings about the world can you bring to this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

page 3: Ask, *What things can we learn about Jimmy by reading this profile?*

pages 4–5: Ask, *Where do you think Jimmy and Mum have been helping? What animals do you think they have at the shelter?*

pages 6–7: Ask, *Why do you think most animals come to the shelter?*

pages 8–9: Ask, *What type of person would run an animal shelter? What things would she do to care for the animals? Why do you think she would need help?*

pages 10–11: Ask, *How old do you think people need to be to help at the shelter? Do you think older people and teenagers can help?*

pages 12–13: Ask, *What things does Jimmy do to help at the shelter? Do you think he would be allowed to groom or feed the animals?*

pages 14–15: Ask, *What type of animals might be born in the*

*animal shelter? When do you think the helpers would be allowed to play with the babies?*

pages 16–17: Ask, *Why do you think lots of people would come to look at the animals at weekends? What things do you think Mrs Rosso would talk to the new owners about?*

pages 18–19: Ask, *Why do you think Stumpy and Mr Ray were a good match for each other?*

pages 20–21: Ask, *How could people help the shelter if they don't have time to work there? What things could people donate to the shelter?*

pages 22–23: Ask, *Why would the helpers be setting up a fair? What might they do with the money they make?*

page 24: Ask, *What could we use the glossary for?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Encourage them to scan the chapter, page or paragraph and identify key words that might help them predict what the text will be about.
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using a tool such as a dictionary.
- **Visualising:** Discuss visualising and ask children to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas in the text?*

- Ask inferential questions such as: *Why would some animals be alone on the streets? How old do you think Jimmy will be when he is allowed to groom and feed the animals? Why do you think they would use old blankets?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Visualising*: Ask children to visualise what they think the animal shelter would look like. Encourage them to use the information they learned about the shelter to help with their description. Get children to complete **PW 16**, visualising and drawing the shelter.
- *Recall*: Discuss what children learned about animal shelters by reading the text. On the board, write: 'At the shelter they have many different animals'. Ask children to say 'yes' or 'no' depending on whether the statement is true or false. Discuss how this sentence is true. Write 'yes' next to the sentence. Repeat with other sentences, both true and false. Get children to complete **PW 17**, identifying true and false statements.

### Graphophonics

- Find 'enough' in the text. Discuss the sound made by the letters 'ough' at the end. Write 'rough' on the board and ask children to find the 'ough' word ending. Ask, *Can you think of any other words that rhyme with 'enough' and 'rough'?*

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explain word meanings. Get children to complete **PW 18**, writing definitions of words and showing their meanings.
- Find 'gather' and discuss its meaning. Ask children to gather things from around the room such as pencils.
- Discuss how 'enough' means there is the right amount. Discuss expressions such as 'I've had enough'.
- Talk about the meaning of 'hobbies'. As a group, brainstorm different hobbies, such as cooking, bike riding and reading. Ask, *What hobbies do you have?*
- Find 'pens' and discuss how this word refers to the enclosures where the animals stay at the shelter. Ask, *Can you think of any synonyms for 'pens'?* Talk about how 'pens' can have another meaning.
- Find 'sweet'. Talk about how in this context 'sweet' means the kittens are cute. Discuss how 'sweet' can have a different meaning. Ask, *What would 'sweet' mean if I said 'The cake is sweet'?*
- Find 'sure' in the text and talk about what it means to be sure

of something. Write 'unsure' on the board and discuss how the prefix 'un' changes the meaning.

- Discuss the word 'teenagers' and how it refers to people who are from 13 to 19 years old.
- *Synonyms*: Discuss how synonyms are words that have a similar meaning. Find 'happy' in the text and ask children to think of words that have a similar meaning, such as 'glad' and 'joyful'. Ask children to find synonyms for other words in the text, such as 'frightened', 'kind' and 'good'.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Find the words 'every weekend'. Get children to talk about how 'every' means all. Ask children to articulate which days are part of the weekend. Encourage children to explain how often something would happen if it was 'every weekend'.
- Talk about the phrase 'my friend's family'. Ask children to articulate what is meant by the words 'my friend' and then who the friend's family would be.

### 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 or understand. Discuss how we can find the meaning of these words in the glossary.
- *Text type – transactional (letter)*: Talk about how this text is a letter written by a boy explaining how he helps at the animal shelter. Help children in identifying the features of the letter.

### Writing

- Encourage children to talk about why an animal shelter is important. Ask, *How does the animal shelter help people and animals? What problems might there be if there were no animal shelters?* Get children to write a text explaining why we need animal shelters.

### ► English Language Learners

- Gather pictures of animals that were at the animal shelter – dogs, cats, rabbits, ducks and chickens. Ask children to describe these animals. Encourage children to group and classify the animals based on their features and their needs. Ask, *How are the animals the same/different?*

### ► Assessment

- PWs 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 296)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Visualising the animal shelter

**You will need:** coloured pencils or crayons

- Visualise what the inside or the outside of the animal shelter would look like. Make sure you think about all the different areas in the shelter.
- Draw a picture showing either the inside or outside of the animal shelter.
- Label the parts of your picture.



A large, empty rectangular box with rounded corners, intended for drawing and labeling the animal shelter.

**Main teaching focus**

*Comprehension:* Visualising.

**Other teaching focus**

*Comprehension:* Recalling information after reading a text.

**Teacher's note**

Children visualise the animal shelter by considering the information discussed in the text. Then they draw a picture of what they think the inside and outside of the shelter would look like and label the different parts.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Yes or no



- Read each statement.
- Circle 'yes' if the statement is true. Circle 'no' if the statement is false.

There are many different animals at the animal shelter.	Yes	No
Most animals come to the shelter because they are lost, or they are not wanted anymore.	Yes	No
The people who run the shelter do not take good care of the animals.	Yes	No
The dogs are only walked once a week.	Yes	No
All the helpers are very kind to the animals.	Yes	No
People who are under eight years old are allowed to groom and feed the animals.	Yes	No
There are chickens that lay eggs at the animal shelter.	Yes	No
People can go to the shelter to find a pet.	Yes	No
People need to know how to care for an animal before they take it home from the shelter.	Yes	No
Animals are only at the shelter for a short time.	Yes	No
People who do not have time cannot help the animal shelter.	Yes	No
Blankets are useful at the animal shelter.	Yes	No
Nobody needs to clean out the animal pens.	Yes	No
Mrs Rosso can look after the animals on her own.	Yes	No
The animal shelter is a safe place for animals.	Yes	No
Teenagers are not able to help out at the shelter.	Yes	No
People can play with the babies as soon as they're born.	Yes	No
Stumpy did not find a good home.	Yes	No

#### Main teaching focus

*Comprehension:* Recalling information to answer 'yes' or 'no' questions.

#### Other teaching focus

*Comprehension:* Literal comprehension; inferential comprehension.

#### Teacher's note

Children read each sentence and then circle 'yes' or 'no', depending on whether the sentence is true or false.

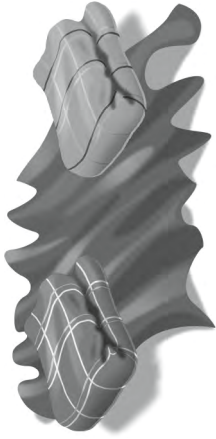


Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Word meanings

**You will need:** coloured pencils or crayons

- Write the meaning of each word.
- Draw a picture to show the meaning of each word.
- Write a sentence using each word.



Word	Meaning	Picture	Sentence
pens			
hobbies			
teenagers			
brush			

**Main teaching focus**

Vocabulary: Definitions and word meanings.

**Other teaching focus**

Vocabulary: Using new words in sentences.

**Teacher's note**

Children write a definition for each word. Then they draw a picture to show the meaning of the word and use the word in a sentence.

# Weather Watch

Level 21 Non-fiction Word count: 638 Text type: Explanation



**Extending vocabulary:** cover, during, float, gentle, means, might, patterns, rumble, terrible, warmer, wispy

**Programme links:** Weather Watch E-Book, Strawberry Storm (fiction)

**Curriculum link:** science, community, environment

**Text summary:** The weather changes all the time and is different every day. Learn about the different types of weather, what is happening and the things that you can see. Find out how weather can affect us and the things we do.

## Getting started

- Brainstorm 'weather' words, such as 'rain', 'sun', 'hot', 'cold', 'wind' and 'snow'. Ask children about things they do in different weather conditions.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and cover pictures help us make predictions.
- Ask children to share their prior knowledge. Ask, *What weather have you experienced?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

*page 3:* Ask, *After looking at the Table of Contents, what things do you think we will read about?*

*pages 4–5:* Ask, *How is the weather different every day? What might you do when it is cold/wet/sunny? What things are part of weather?*

*pages 6–7:* Ask, *What are the four seasons? What is the weather like in summer/autumn/winter/spring? When does the weather start to get cooler?*

*pages 8–9:* Ask, *What is the weather like in winter? What things might you see in winter? When does the weather become warmer? What happens to the leaves and flowers in spring?*

*pages 10–11:* Ask, *When do you think the sun's rays are the hottest? How could you cover and protect your skin when it is hot? What would happen if there were no sun?*

*pages 12–13:* Ask, *What is the air doing when there is wind? What warms up the ground? What do you think happens when the warm air and the cool air mix? Why can strong winds be dangerous?*

*pages 14–15:* Ask, *How do you think air can be wet or dry? What things might you see if the air is wet? What things might you see when there is a storm?*

*pages 16–17:* Ask, *What do you think clouds are made up of? How do you think the tiny drops of water or ice make a cloud? When do you see thin, wispy clouds?*

*pages 18–19:* Ask, *When do you see white, fluffy clouds? What usually happens when there are long, flat, grey clouds in the sky? What types of clouds do you see when there is heavy rain, strong wind or a tornado?*

*pages 20–21:* Ask, *How do people watch weather? What type of people do you think need to know about the weather? How can the weather be dangerous?*

*pages 22–23:* Ask, *Why do you think most people check the weather every day? Does the weather help you decide what you are going to do for the day?*

*page 24:* Ask, *What could we use the glossary for?*

## Reading the text

- Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Encourage them to scan the chapter, page or paragraph and identify key words that might help them predict what the text will be about.
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using a tool such as a dictionary.
- Visualising:** Discuss visualising and ask children to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.

- *Summarising*: Ask children to retell and summarise what they have read. Ask, *What were the main ideas in the text?*
- Ask inferential questions such as: *Why are people likely to stay inside when the weather is cold and wet? During which season do you think people spend the most time outdoors? Why do you think it is called 'wet' air? What type of clothes might you wear when there is a storm? What do you think a pilot might do when a big storm is coming?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Recall*: As a group, talk about different aspects of weather. Write the following headings on four sheets of paper: 'Sunshine', 'Wind', 'Air' and 'Clouds'. Ask children to record facts relating to each topic. Encourage them to draw pictures to help explain their understandings. Get children to complete **PW 19**, recording facts about sunshine, wind, air and clouds.
- *Sorting and classifying*: Discuss the four different types of clouds. Turn to pages 16–19 and ask children to look at the pictures and describe the clouds. As a group, compare and contrast the clouds. Read sentences from the text about each type of cloud and ask children to identify which cloud you are reading about. Get children to complete **PW 20**, matching sentences about clouds with pictures.

### Graphophonics

- Find the vowel digraph 'ai' in 'rain' and 'hail'. Discuss the sound that these letters make in these words. Find 'air' and get children to identify the 'ai' digraph. Talk about how it makes a different sound in this word.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Find 'cover' and discuss how it means to put something over the top of something else. Get children to cover their head by putting their hat on. Discuss phrases such as 'book cover' or 'table cover'.
- Discuss the meaning of 'during' and how it refers to things that happen at a particular time. Ask questions that encourage children to use and understand the word, such as, *What do you do during summer?*
- Talk about the meaning of 'float'. Discuss how things float when they stay on the surface of water. Ask, *What is the opposite of floating?*

- Find 'gentle' and discuss how this word refers to things that are calm or soft. Ask children to make the noise of a gentle wind. Think of other things that can be gentle.
- Discuss the meaning of 'means'. Encourage children to use it in different sentences to show their understanding.
- Find 'might' and talk about how it refers to something that is possible or could happen.
- Find 'patterns'. Talk about how it means that something is repeated or consistent. Give children blocks and ask them to make a pattern. Ask, *Where else can you see patterns?*
- Talk about how 'wispy' refers to something that is light and fluffy. Ask children to think of things that are wispy.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meanings of individual words and then connect them with other words/phrases.
- Find the words 'the ground warms up the air above it'. Talk about how 'the air above it' refers to the air above the ground. Ask, *How is this air being heated?*
- Discuss the sentence 'When the air is wet and mixes with wind, we can have a storm'. Ask children to describe what is meant by 'wet air' and what would be happening if it was mixed with the wind. Get children to draw a picture to explain their understanding.

### Text conventions

- *Features of the front cover*: Look at the front cover of the text and ask children to identify the title and author. Ask children to design a new front cover.
- *Text – explanation*: Talk about how this text is a non-fiction explanation. Ask, *What is this text explaining to readers?* Get children to identify parts of the text where something is being explained.

### Writing

- Encourage children to talk about what they do during different types of weather. Ask, *What do you do when it is cold and wet/hot and sunny? Why?* Get children to write a text that explains how the weather influences what they do. Encourage them to use paragraphs.

### ► English Language Learners

- Ask children to keep track of weather patterns for the week, identifying and recording the weather and temperature each day. Discuss how this influenced the clothes they wore and the things they did. Discuss patterns or similarities. Get children to record their findings using **PW 21**).

### ► Assessment

- PWs 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 297)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Recalling weather facts



- Recall facts about sunshine, wind, clouds and air.
- Write one fact next to each dot point.

## Sunshine

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

## Wind

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

## Clouds

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

## Air

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

**Main teaching focus**

*Comprehension:* Recalling facts from a text.

**Other teaching focus**

*Comprehension:* Sorting and comparing information from a text.

**Teacher's note**

Children recall facts relating to sunshine, wind, clouds and air from the text. They record the facts in the appropriate box in the table.

Name: \_\_\_\_\_ Date: \_\_\_\_\_


# Which cloud am I?

You will need: scissors, glue

- Read the sentences and cut them out.
- Sort the sentences and paste them next to the correct picture.



 I am a thin and wispy cloud.	I am called a cumulus cloud.	I am called a nimbus cloud.
I am a white, fluffy cloud.	I often bring rain.	I am called a cirrus cloud.
I am a tall, dark, grey cloud.	I am a long, flat, grey cloud.	I am called a stratus cloud.

**Main teaching focus**

Comprehension: Sorting and classifying sentences.

**Other teaching focus**

Comprehension: Recalling facts from a text.

**Teacher's note**

Children read and cut out the sentences at the bottom of the page. Then they sort and match them to the correct cloud picture and paste them in the table.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Weather chart

- Watch the weather over one week.
- Each day, record in the table the weather that you observe.
- Write how the weather affected what you did that day.



	What is the weather?	How did the weather affect me?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

**Main teaching focus**

Oral language: Language and vocabulary development – weather.

**Other teaching focus**

Comprehension: Using and applying understandings gained through reading.

**Teacher's note**

Children watch and identify weather patterns over one week. They record the weather they observe each day and how the weather affected them, e.g. what they did and what clothes they wore.

# The Amazing Continent of Africa



Level 21 Non-fiction Word count: 526 Text type: informational

**Extending vocabulary:** amazing, different, each, groups, large, largest, special, through, wildlife, world

**Programme links:** *The Amazing Continent of Africa* E-Book, *The Tortoise and the Birds* (fiction)

**Curriculum links:** animals, community, environment

**Text summary:** Find out about the amazing continent of Africa! Learn about the climate, the people who live there and the work they do. Learn about the African land and water and the amazing animals that live there.

## Getting started

- Provide children with a large piece of paper and write the word 'Africa' in the middle of the page. As a group, complete a brainstorm about Africa. Encourage children to record everything they know about the continent.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the story will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and cover pictures help us make predictions.
- Ask children to share their prior knowledge. Ask, *What do you know about Africa? What African animals do you know of?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.
  - page 3: Ask, *After looking at the Table of Contents page, what do you think we will read about?*
  - pages 4–5: Ask, *How many continents is the world made up of? Which is the second largest continent? Why would Africa be an amazing place to live or visit?*
  - pages 6–7: Ask, *Are parts of Africa hot and dry? Where can you find the world's largest desert?*
  - Pages 8–9: Ask, *Why do you think it is hot and wet in the middle of Africa? What would the weather be like near the equator?*
  - pages 10–11: Ask, *Where might the 3,000 groups of people live? Why do you think each group of people has its own way of life, clothing and food? Would the land and weather be the same where each group lives?*
  - pages 12–13: Ask, *What type of work might the people who live in large cities do? What might the people who live on farms and work the land do?*
  - pages 14–15: Ask, *What types of places might you see in Africa? Why do you think there is such a variety of land, such as mountains, rain forests, beaches, deserts and jungles?*
  - pages 16–17: Ask, *Why would the Nile River be very important to the people who live close to it?*

pages 18–19: Ask, *What animals live in Africa? How do you think people keep some of these animals safe?*

pages 20–21: Ask, *What animals live in the rain forests of Africa?*

pages 22–23: Ask, *Does Africa have many different places, people and wildlife? Would you like to visit this amazing continent one day?*

page 24: Ask, *What could we use the glossary for?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Ask children to read the text independently (chapter, page, or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events?*
- Discuss how this text is a non-fiction informational text. Talk about the structure of the text and discuss how it organised into chapters and paragraphs.
- Talk about the author's purpose for writing the text – to inform.
- Ask inferential questions such as: *Why might people need to protect the animals in Africa? Why do you think the top of Mount Kilimanjaro is always covered in snow? Why wouldn't anything grow in some places in the Sahara Desert? Why do you think people from other countries like to visit Africa?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Visualising*: On the board, write the sentence 'People fish in the Nile and use the water to grow food'. Ask children to read the sentence and visualise an image in their mind. Provide children with paper and coloured pencils and have them draw a picture of what they visualised. Compare and contrast the drawings. Repeat with other sentences from the text. Get children to complete **PW 22**.
- *Recall*: Discuss what children learned by reading the text. Ask, *What did you learn about African people and the land? What did you learn about African animals?* Write the words 'climate', 'people', 'work', 'land and water' and 'animals' each at the top of pieces of paper. Ask children to recall and record facts relating to each topic on the headings.
- *Answering questions*: On strips of paper, write questions about the continent of Africa – the climate, people, land and water and animals. Include a variety of literal and inferential questions, such as, *How many countries are in Africa? What is the climate like in Africa? Why do different groups of people have their own way of life?* Have each child choose a strip of paper and answer the question. Continue by asking children to swap question strips.

### Graphophonics

- Find the word 'elephants' and discuss the consonant digraph 'ph'. Model the sound these letters make when sounded together. Discuss how they make the same sound as the letter 'f'. Brainstorm and record other words that contain 'ph'.
- Identify the word 'cheetah' and discuss the 'ee' digraph. Then identify the word 'beaches' and discuss the 'ea' digraph. Talk about how 'ee' and 'ea' make the same sounds in these words.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how readers need to understand word meanings in order to fully comprehend a text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Discuss the following vocabulary: 'amazing', 'different', 'each', 'groups', 'large', 'largest', 'special', 'through', 'wildlife', 'world'.
- Ask children to say/write the words in a sentence to show their understanding of the meaning.
- Provide children with blank cards. Get them to write a vocabulary word on each card and the definition of each word on a card. Jumble up the cards and ask them to match the words with the definitions. Children can also use the cards to play games, such as Memory.
- Discuss synonyms and antonyms for each word. For example, ask, *What is a word that has a similar meaning to 'large'?* *What is a word that means the opposite of 'different'?*

- Ask children to locate the vocabulary words in the text. Encourage them to use the content of the sentence to explain the meaning of the word.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Identify the sentence 'The land around the bottom of the mountain is hot and wet'. Ask, *Which land is this sentence referring to? What is the climate around the bottom of the mountain?*
- Find the sentence 'The Nile runs through many countries in Africa'. Talk about the phrase 'runs through'. Discuss how it means the river 'goes through' or the water 'flows through' lots of the countries in the continent.

### 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 or understand. Discuss how we can find the meaning of these words in the glossary.
- *Sentence features*: Discuss how sentences begin with a capital letter and end with a full stop, exclamation point or question mark. Encourage children to identify sentences in the text.
- *Question marks*: Discuss how question marks are used at the end of a sentence to indicate a question. Ask children to locate the question mark in the text.

### Writing

- Ask children to imagine that they are on a trip to Africa. Ask, *What things might you see? What would the land look like? What type of people might you see? What can you imagine the weather would be? Have you seen any animals?* As a group, discuss the features of a postcard. Talk about how people send postcards to family and friends when they are away on vacation. Discuss how there is usually a lovely picture or photo of the place you are visiting on one side of the card and then people write a short message on the other side. Talk about other features on a postcard such as addresses and stamps. Get children to complete **PW 23**.

### ► English Language Learners

- As a group, brainstorm African animals. Make a list of different types of African animals and encourage children to look at pictures of them online. Discuss where the animals live, what they look like, what they eat and their behaviour. Get children to complete **PW 21** (page 35).

### ► Assessment

- PWs completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 19 could be kept in the child's portfolio
- Complete Running Record (page 298)



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Visualising

**You will need:** coloured pencils

- Read the sentences and 'paint a picture' in your mind.
- Draw a picture to show what you visualised.

Africa is home to lions, giraffes and elephants.

Some places in the Sahara Desert are so hot nothing grows there.

In Africa, people grow olives, corn and rice.

Some boats take people to places along the Nile.

The top of Mount Kilimanjaro is so high it is always covered in snow.

From rain forests to beautiful beaches, Africa is a land of many different places.

People fish in the Nile and use the water to grow food.

**Main teaching focus**

*Comprehension:* Visualising – painting a picture in your mind while reading

**Other teaching focus**

*Comprehension:* Gaining meaning from text

**Teacher's note**

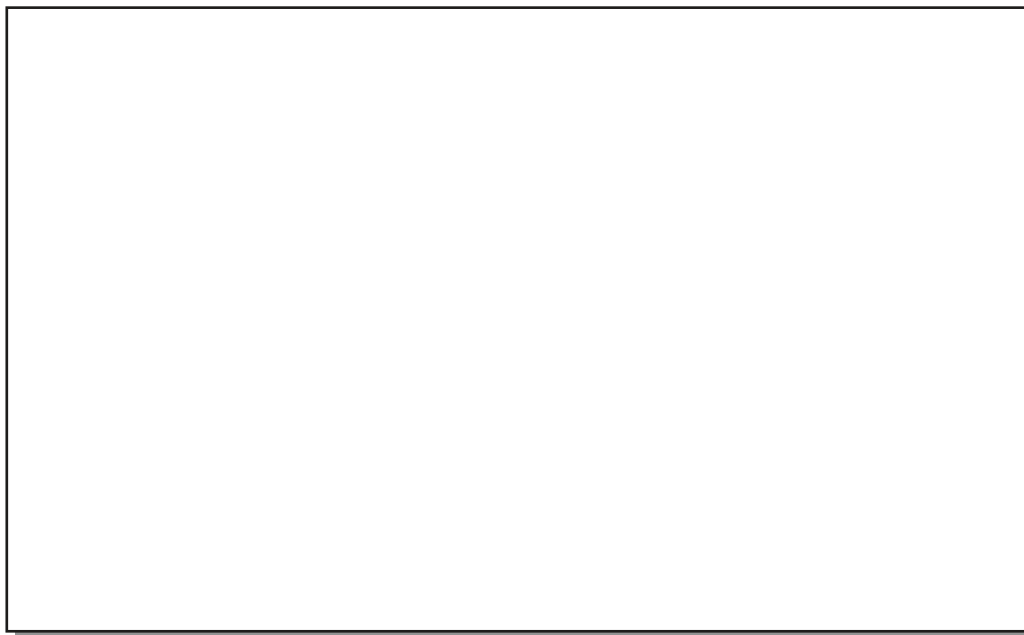

Children read the sentences and 'paint a picture' in their mind. They then draw a picture to show their visualisation.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Postcard from Africa

**You will need:** coloured pencils

- Imagine you are on a trip to Africa and you are sending a postcard to a friend.
- Draw a picture for the front of the post card.
- Write a letter to a friend about your trip. Don't forget to write the address.

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**Main teaching focus**

*Comprehension:* Visualising – matching sentences with pictures

**Other teaching focus**

*Comprehension:* Gaining meaning from text

**Teacher's note**

Children imagine they are on a trip to Africa. They draw a picture for the front of the postcard. They then write a letter to a friend about their trip.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# African animals

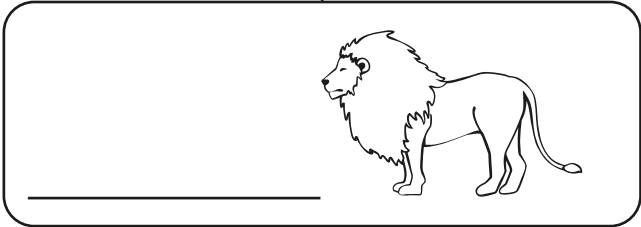
You will need: coloured pencils

- Colour and label the African animals.
- Brainstorm and record facts about the animals.

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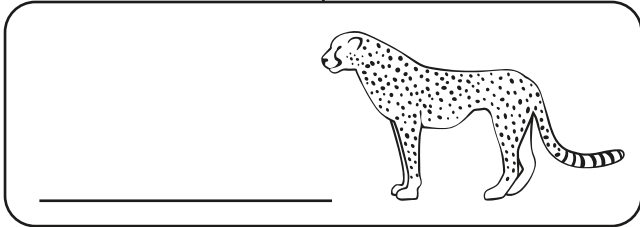
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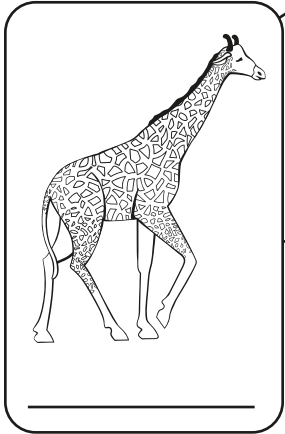
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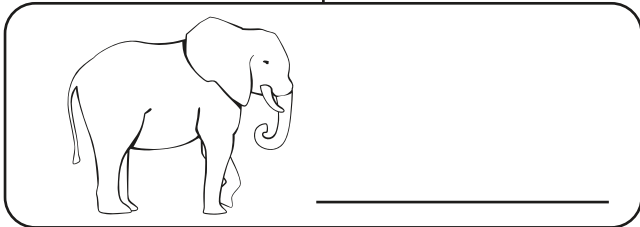
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**Main teaching focus**

Oral language development: African animals theme and vocabulary.

**Other teaching focus**

Writing: Recording facts

**Teacher's note**

Children label the African animals. They then brainstorm and record facts about the animals.

# Working Animals

Level 21 Non-fiction Word count: 582 Text type: informational



**Extending vocabulary:** danger, different, guard, heavy, herd/ing, hunting, large, loads, noise, rescue, search, train/ed, transport

**Programme links:** *Working Animals* E-Book, *Buddy and the Lobster Boat* (fiction)

**Curriculum links:** animals, community, environment, transport

**Text summary:** From dogs to elephants, animals can be trained to be helpers. Find out about the amazing ways animals can help people!

## Getting started

- Provide children with a large piece of paper and write the word 'Africa' in the middle of the page. As a group, complete a brainstorm about Africa. Encourage children to record everything they know about the continent.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the story will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and cover pictures help us make predictions.
- Ask children to share their prior knowledge. Ask, *What working animals can you think of? What different types of jobs have you seen animals do?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.
  - page 3: Ask, *After looking at the Table of Contents page, what do you think we will read about?*
  - pages 4–5: Ask, *What different types of animals are in the world? How do they move? Where do they live?*
  - pages 6–7: Ask, *Can animals be kept as pets? Can animals work? What jobs do you think animals can do? Why do you think animals would be good at pushing, pulling and finding things?*
  - pages 8–9: Ask, *How might animals help move or transport people? How could horses be used for transport? What animals are used to pull people in sleds?*
  - pages 10–11: Ask, *What animals can work as draught animals? What do draught animals move? Why do you think draught animals need to be very strong? Why do you think these animals work in the deserts, jungles and mountains?*
  - pages 12–13: Ask, *What do herding animals move from one place to another? How do you think the dogs would herd sheep, cattle and even ducks?*
  - pages 14–15: Ask, *What do you think a guard animal would do? How might they keep other animals safe? What would the alpacas and llamas do when the other animals are in danger? Are dogs used to guard things? Why might some dogs be trained to use their noses?*

pages 16–17: Ask, *How can special dogs help people who are blind do everyday things, like shopping or going across streets? Do people who can't hear use dogs to help them? How might they let people know if someone is at the door?*

pages 18–19: Ask, *What animals are used in movies and on TV? What special things could they be trained to do?*

pages 20–21: Ask, *Can dogs be trained to use their noses to sniff out and find people who are lost? Why do you think these animals are called search and rescue dogs? Where do you think these dogs have to search for people that need help?*

pages 22–23: Ask, *Can animals be used for hunting? How might a falcon be trained to help people hunt in deserts where it is hard to find food? How else do animals help us?*

page 24: Ask, *What could we use the glossary for?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events?*
- Discuss how this text is a non-fiction informational text. Talk about the structure of the text and discuss how it organised into chapters and paragraphs. Talk about the author's purpose for writing the text – to inform.

- Ask inferential questions such as: *Why are certain types of animals trained to do certain jobs? How would a dog's loud bark help keep buildings or cars safe? Why do you think dogs can be trained for so many different jobs?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Recall:* Ask children to talk about how animals can be trained to help us. Ask children to recall facts about working animals from the text. Ask, *What animals can be trained to help us? What work do animals help us do?* As a group, make a list of the working animals identified in the text. Then record the jobs that the working animals are able to do. Get children to complete **PW 25**.
- *Making groups:* Talk about how the text is written in chapters. Discuss how the headings help readers to know what they will be reading about. On strips of paper, write sentences from the text, such as 'A person can ride a horse or a horse can be used to pull a carriage or cart'. Write the chapter headings from the text at the top of a large piece of paper. Then ask children to bundle the sentence strips under their matching chapter heading. Get children to complete **PW 23** (page 39).
- *Compare and contrast:* Ask children to recall facts about working animals. Write the names of animals discussed in the text (e.g. dog, horse, llama, alpaca, elephant, donkey) each on a separate card. Place the cards face down in the middle of the group. Ask children to turn over two cards and compare and contrast the two working animals. Ask, *How are these working animals similar? How are these working animals different?*

### Graphophonics

- Find the word 'loads' and discuss the vowel digraph 'oa'. Talk about the sound these letters make when sounded together. Brainstorm and record other words that contain 'oa'.
- Discuss the word 'can't'. Write the words 'can not' and 'can't' on the board. Discuss how the apostrophe is used in place of letters when the words are joined. Ask children to find and record other contractions.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how readers need to understand word meanings in order to fully comprehend a text. Encourage children to work out meanings by using the sentence content or using a dictionary. Discuss the following vocabulary: 'danger', 'different', 'guard', 'heavy', 'herd/ing', 'hunting', 'loads', 'noise', 'rescue', 'search', 'train/ed', 'transport'.
- Ask children to say/write the words in a sentence to show their understanding of the meaning. Get children to complete **PW 26**).

- Provide children with blank cards. Have them write a vocabulary word on each card and the definition of each word on a card. Jumble up the cards and ask children to match the words with the definitions. Children can also use the cards to play games, such as Memory.
- Discuss synonyms and antonyms for each word. For example, ask, *What is a word that has a similar meaning to 'large'? What is a word that means the opposite of 'different'?*
- Ask children to locate the vocabulary words in the text. Encourage them to use the content of the sentence to explain the meaning of the word.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Identify the phrase 'everyday things'. Talk about how it refers to things that people typically do each day. Ask children to brainstorm 'everyday things' that they do.
- Talk about the phrase 'sniff out'. Ask children to discuss what it means for a dog to use its nose to 'sniff out' something.
- Identify the sentence 'Moving animals in a group from one place to another is called herding'. Ask, *Where are the animals moved to? What does it mean for them to be moved in a group?*

### 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 children might not understand. Discuss how we can find the meaning of these words in the glossary.
- *Sentence features:* Discuss how sentences begin with a capital letter and end with a full stop, exclamation point or question mark. Encourage children to identify sentences in the text.
- *Headings:* Ask children to identify the headings in the text. Discuss how the headings help readers to understand what will be on each page.

### Writing

- Ask children to talk about the working animals. Discuss the different jobs and work that they can be trained to do. Ask, *What do you think is the most important job that a working animal can do?* Ask children to write an opinion piece explaining what they believe is the most important animal to train and why.

### ► English Language Learners

- As a group, talk about pets. Ask, *What animals do you have as pets? What can you train your pet to do?* Ask children to discuss different things pets can be trained to do. Talk about ways of training pets. Ask, *What do you need to do to teach your dog new tricks?* As a group, make a list of tips for training pets.

### ► Assessment

- PWs 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 299)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Working animal checklist

- Mark the boxes to show which animals can be trained for the work.
- Answer the questions at the bottom of the page.

	Animals used for transport	Draught animals	Herding animals	Guard animals	Helping people who can't see or hear	Animal TV or movie stars
Horses						
Dogs						
Donkeys						
Camels						
Elephants						
Alpacas						
Llamas						
Cats						
Birds						
Dolphins						

Which animal can do the greatest number of different jobs?

\_\_\_\_\_

Why do you think this animal can be trained to different types of work?

\_\_\_\_\_

\_\_\_\_\_

What do you think is the most important work that an animal can be trained to do? Why?

\_\_\_\_\_

\_\_\_\_\_

**Main teaching focus**

Comprehension: Recalling information from a text.

**Other teaching focus**

Comprehension: Answering inferential questions using information from the text.

**Teacher's note**

Children complete the table by recording the work that is done by the different animals. Then they answer the questions at the bottom of the page.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Making groups

**You will need:** scissors, glue, a sheet of paper

- Across the top of the sheet of paper, write the titles 'Animals used for Transport', 'Draught Animals' and 'Guard Animals'.
- Cut out and read the sentences. Paste them under their matching title on the sheet of paper.



In very cold places where there is a lot of snow, dogs called huskies pull people in sleds.

A draught animal moves heavy things or loads.

The animals can herd the sheep, goats and chickens to a safe place.

The animals need to be very strong.

A person can ride a horse or a horse can be used to pull a carriage or cart.

Dogs can also be trained to guard things.

Donkeys, camels and elephants work as draught animals.

Horses can move people from one place to another.

Animals like alpacas and llamas can be used to watch over sheep, goats and even chickens.

**Main teaching focus**

Comprehension: Making groups and grouping together sentences.

**Other teaching focus**

Comprehension: Identifying main idea of a paragraph.

**Teacher's note**

Children write the titles 'Animals used for Transport', 'Draught Animals' and 'Guard Animals' at the top of a sheet of paper. They read and cut out the sentences, then paste them under the appropriate heading on the paper.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Vocabulary sentences

- Write the words in a sentence to show their meaning.

danger: \_\_\_\_\_  
\_\_\_\_\_guard: \_\_\_\_\_  
\_\_\_\_\_heavy: \_\_\_\_\_  
\_\_\_\_\_herd: \_\_\_\_\_  
\_\_\_\_\_hunting: \_\_\_\_\_  
\_\_\_\_\_loads: \_\_\_\_\_  
\_\_\_\_\_noise: \_\_\_\_\_  
\_\_\_\_\_rescue: \_\_\_\_\_  
\_\_\_\_\_search: \_\_\_\_\_  
\_\_\_\_\_transport: \_\_\_\_\_  
\_\_\_\_\_**Main teaching focus**

*Vocabulary:* Understanding word meanings;  
using vocabulary in context

**Other teaching focus**

*Writing:* Writing sentences.

**Teacher's note**

Children write each of the words in a sentence to show their understanding of the word's meaning.



# Reptiles

Level 21

Non-fiction

Word count: 628

Text type: Informational



**Extending vocabulary:** becomes, dangerous, different, few, group, lose, protect, warmer, world

**Programme link:** *Too Cold in the Desert* (non-fiction)

**Curriculum links:** animals, environment, science

**Story summary:** Find out about reptiles. Learn how all reptiles have a backbone, breathe air, find it hard to keep their bodies cool or warm, have scales and might shed their skin. Read about how most reptiles lay eggs. Find out about snakes, lizards, turtles, tortoises, crocodiles and alligators.

## Tuning in

- Talk about reptiles. Ask, *What is a reptile?* Have children identify animals that are reptiles and the features they have that make them a reptile.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and cover pictures help us make predictions.
- Ask children to share their prior knowledge. Ask, *Can you name any reptiles? What do you know about reptiles?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text? What knowledge of the world do you have that links with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *What can lay an egg but isn't a bird? What group of animals do snakes, lizards, turtles, tortoises, crocodiles and alligators belong to? Are some reptiles dangerous? Do all reptiles hurt people? Where are reptiles found?*

pages 6–7: Ask, *What things do all reptiles have that are the same? Do all reptiles have a backbone? What do reptiles breathe?*

pages 8–9: Ask, *Why do you think reptiles find it hard to keep their bodies cool or warm? If it is hot outside, what might a reptile do to keep cool? Why do you think many reptiles lay in the sun on cold days? How would this help them get warm?*

pages 10–11: Ask, *What do all reptiles have on their bodies? Are all reptiles covered with scales or do some reptiles only have scales on parts of their bodies? What happens to a reptile's skin as the reptile grows? How do reptiles shed their skin?*

pages 12–13: Ask, *Do most reptiles lay eggs? Why do you think a reptile might lay their eggs in holes in the ground or between rocks? Where do sea turtles lay their eggs? Why do you think crocodiles stay close to their nests?*

pages 14–15: Ask, *Are there many different types of snakes?*

*What sizes can snakes be? What do snakes eat? Why can a snake's mouth open very wide?*

pages 16–17: Ask, *Are there many different types of lizards? What different body parts can lizards have? What do lizards eat?*

pages 18–19: Ask, *Are turtles and tortoises reptiles? Where do turtles live? What do they eat? Are turtles and tortoises almost the same? Where do tortoises live? What do they eat?*

pages 20–21: Ask, *Do crocodiles and alligators look similar? Are they big with long tails? How are their snouts similar and different? Where do they live? Why would they need to be able to hold their breath a long time? What do they eat?*

pages 22–23: Ask, *Are reptiles a big group of animals? What sizes can they be? Where can they be found?*

page 24: Ask, *What could we use the glossary for?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), have children ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas in the text?*

Ask inferential questions such as: *Why would a snake need a mouth that can open very wide? What might a crocodile do if something came close to its nest of eggs?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings.

Choose from the following activities.

### Comprehension

- *Recall:* Have children recall the reptiles in the text. Ask children to discuss what reptiles have in common, such as scales, breathing air and laying eggs. Then have children identify features of specific reptiles, such as a crocodile has a snout and a tortoise has a shell. Have children discuss how the reptiles are similar and different. Have children complete **PW 28**.
- *Inferring:* Play a 'Who am I?' inferring game. Write facts or 'clues' about a reptile. For example, write, 'I am a reptile. I can live in rivers, lakes or oceans. I have scales. I eat meat and sometimes I eat plants. I have a shell'. Have children read the clues and infer which reptile the sentences are about. Repeat with other reptiles. Have children complete **PW 29**.

### Phonological awareness/Graphophonics

- Discuss the vowel digraph 'ea' in 'meat' and 'eat'. Discuss the sound that these letters make in these words. Find 'heads' and have children identify the 'ea' digraph. Talk about how it makes a different sound in this word.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Identify 'becomes' and discuss how it refers to something growing or coming to be. Ask, *What things can you think of that become too big or too small as they grow or change?*
- Identify 'dangerous' and discuss how it refers to something that is not safe or is likely to cause harm. Have children think of things that are dangerous.
- Discuss how 'different' refers to things that are not the same or not alike. Have children explain how they are different from the person next to them.
- Identify 'few' and discuss how it means 'not many' or only a small number of something. Have children give examples of times they have seen a 'few' of something.
- Talk about the meaning of 'group'. Discuss how it refers to a collection of people, things or ideas that are together in one place. Have children identify groups of things around the room.
- Identify 'lose' and discuss how it means to no longer have something. Talk about how you can lose something you own. Ask, *What is something you have lost?* Discuss how 'lose' also means to not win.
- Find 'protect' and discuss how it refers to defending or keeping something safe. Explain that if you protect something you

shield it from danger or harm. Have children think of things that might need protecting.

- Identify 'warmer' and discuss how it refers to something having or getting more heat. Ask, *What can you do to feel warmer?* Discuss what the opposite of warmer would be.
- Talk about 'world' and how it refers to the Earth and all those who live on it. Ask children to identify animals you could find in our world.

### Combining vocabulary for better understanding

- Discuss interesting phrases in the text. Talk about how readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the sentence 'A spine is made up of lots of little bones'. Have children describe what a spine would look like. Have children draw a picture to show how lots of little bones can make one spine.
- Discuss the sentence 'They lay the eggs in nests that they make in the sand'. Ask, *Who makes the nest? Where is the nest? What does the turtle lay in the nest in the sand?*
- Talk about the sentence 'As a turtle grows, so does its shell'. Have children describe what happens as the turtle grows. Discuss how these two things happen at the same time.

### Text conventions

- *Features of the front cover:* Look at the front cover of the text and ask children to identify the title and author. Have children explain how the pictures on the front cover help us predict what the book is about.
- *Text type - informational:* Talk about how this text is a non-fiction informational. Ask, *What information is this text providing to readers?* Have children identify parts of the text that are providing readers with information.

### Writing

- Have children choose one of the reptiles discussed in the text. Have them write an informational report about the reptile. They can write facts about the animal's appearance, diet and habitat. Encourage children to recall facts from the text when writing their report. Children can record their report on **PW 30**.

### ► English Language Learners

- Discuss how reptiles are an animal group. As a group, brainstorm other animal groups, such as mammals, amphibians, birds and insects. Discuss how the animals are classified into these groups. Have children record animals which belong in each group.

### ► 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 be kept in the child's portfolio.
- Complete Running Record (page 300)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Reptile checklist

- Tick the boxes to show what matches each reptile.
- Answer the question.

	Snake	Lizard	Turtle	Tortoise	Crocodile	Alligator
Has a backbone						
Breathes air						
Finds it hard to keep its body warm or cool						
Has scales						
Sheds skin						
Lays eggs						
Eats meat						
Eats plants						
Can have horns						
Can have frills						
Lives in water						
Lives on land						
Has a thin snout						
Has a wide snout						
Holds breath under water						

What is the same about all reptiles?

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**Main teaching focus**

*Comprehension:* Recalling facts from the text

**Other teaching focus**

*Comprehension:* Comparing and contrasting

**Teacher's note**

Children recall facts about the reptiles and check the appropriate boxes in the table. Then they answer the question at the bottom of the page.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Who am I?

- Read the clues.
- Infer which animal it is.

<p>I am a reptile. I live on land and mostly eat plants. I have four legs. I have a shell.</p> <p>I am a _____.</p>	<p>I am a reptile. I eat meat. I have scales. I have a mouth that can open very wide. I don't have eyelids! I don't have legs.</p> <p>I am a _____.</p>
<p>I am a reptile. I am big with a long tail. I have a thin snout. I can live in rivers and swamps. I lay eggs and I protect them. I can hold my breath for a long time.</p> <p>I am a _____.</p>	<p>I am a reptile. I have legs. My legs are short and I have a long tail. Sometimes I don't have any legs at all. Sometimes I have horns or frills around my neck. If I am big, I might eat animals like mice and birds.</p> <p>I am a _____.</p>
<p>I am a reptile. I have short legs and a long tail. I have a wide and rounded snout. I can come up onto land. I am a good swimmer. I eat meat. I look like a crocodile.</p> <p>I am a _____.</p>	<p>I am a reptile. I can live in rivers, lakes, or oceans. Sometimes I eat meat and sometimes I eat plants. As I grow, my shell grows too. I can pull my head in my shell if I am scared.</p> <p>I am a _____.</p>

**Main teaching focus**  
*Comprehension: Inferring*

**Other teaching focus**  
*Comprehension: Recalling information from a text*

**Teacher's note**  
Children read the clues, infer which reptile they are describing and record its name.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Reptile report

- Write a report about one of the reptiles in the text.
- Write paragraphs about what it looks like, where it lives, what it eats and how it behaves.
- Draw a labelled picture of the reptile.

Title: \_\_\_\_\_

What does it look like?
Where does it live?
What does it eat?
How does it behave?
Labelled picture

**Main teaching focus***Writing:* Writing an information report**Other teaching focus***Comprehension:* Recalling information from a text; sorting and classifying facts**Teacher's note**

Children write an information report about a reptile from the text, including paragraphs describing the animal's appearance, habitat, diet and behaviour. Then they draw a labelled picture.

# Making-Music Festival

Level 22 Fiction Word count: 738 Text type: Narrative



**Extending vocabulary:** didgeridoo, gobbled, growling, presenter, unpacking

**Programme links:** *Making-Music Festival E-Book, Musical Instruments (non-fiction)*

**Curriculum link:** me/family, community, celebrations, creative play

**Story summary:** Adam's family arrive at the Making-Music Festival. Unfortunately, Uncle Con's van has broken down with all of their instruments inside. When Adam sees children making music with old junk, he has an idea and the Jones Family Band plays after all.

## Getting started

- Ask, *Have you ever been to a concert?* Discuss what children saw at the concert, encouraging them to use words such as 'performers' and 'audience'. Ask children to describe the instruments they saw.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover illustration. Ask children to predict what the text will be about. Ask, *What characters do you think will be in the text? Who do you think will be performing at the festival?* Discuss how the title and illustration help us make predictions.
- Ask children to share their prior knowledge relating to the text. Ask, *Have you ever been in a concert?*
- Get children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustration as prompts. Ask, *How does this text link with your personal experiences?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

page 3: Ask, *What might happen in these chapters?*

pages 4–5: Ask, *Where do you think the Jones family is going? How long do you think it takes to get to the festival?*

pages 6–7: Ask, *What instruments does everyone play? Why do you think they are called 'The Jones Family Band'?*

pages 8–9: Ask, *Where is the festival being held? Why would people be unpacking things from trucks and vans? Why would it be important for Uncle Con to get to the festival?*

pages 10–11: Ask, *Why do you think Dad isn't happy? How do you think they feel when they hear Uncle Con's van has broken down? Why wouldn't they be able to play in the concert?*

pages 12–13: Ask, *What has Adam gobbled down for lunch? Why would they be feeling disappointed?*

pages 14–15: Ask, *Who is playing the didgeridoo? Why would there be different instruments from around the world?*

pages 16–17: Ask, *How are the children in the tent making lots of noise and music? Why do you think they are using junk instead of instruments?*

pages 18–19: Ask, *Why would Adam and his family be waiting backstage? How do you think they feel?*

pages 20–21: Ask, *What are they using to make music? How do you think it sounds?*

pages 22–23: Ask, *Do you think the audience likes their music? Why do you think Uncle Con is standing there with two guitars?*

page 24: Ask, *Why do you think Uncle Con decided to play the kitchen sink rather than the guitar? Why would this be the best Making-Music Festival ever?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about.
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using a tool such as a dictionary.
- **Visualising:** Discuss visualising and ask children to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events?*
- Ask inferential questions such as: *What things would people have been unpacking from the vans and trucks? What should the Jones family do to make sure they can play in the next festival? Why do you think the children were making music with junk instead of instruments? Where do you think the Jones family got their junk? How did Uncle Con get to the festival?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Recall:* Flip through the text and ask children to explain what happened. Ask, *What was the problem?* As a group, identify and discuss the introduction, problem, resolution and ending. Get children to complete **PW 31**, writing about the introduction, problem, resolution and ending.
- *Characters:* Ask, *Who were the characters? What did they do? What things did they say? How did the characters feel?* On the board, draw a picture of each character. Ask children to record sentences about what each character did, said and felt at different parts of the story. Get children to complete **PW 32**, recalling and inferring information about Adam and Dad.

### Graphophonics

- Write 'does not' and 'doesn't' on the board and show how the apostrophe is used instead of the letter 'o' when the words are joined. Get children to find and record other contractions in the text.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Identify 'didgeridoo' and talk about how it is a traditional Australian Aboriginal instrument. Discuss what it looks like, how it is played and what it is made of. Share when children have seen or heard a didgeridoo.
- Discuss 'gobble' and how it means to eat very quickly. Ask children to think of other words that describe how something is eaten, such as 'nibble' and 'munch'. Compare these words to 'gobble'. Encourage children to role-play how they would 'gobble' something.
- Talk about the sound that 'growling' refers to. Ask children to explain why a tummy would be growling.
- Discuss the meaning of 'presenter'. Talk about what it means to present. Ask, *What would a presenter do?*
- Ask children what it means to pack something. Encourage children to pack toys into a box. Ask, *What does 'unpacking' mean?* Talk about how it refers to taking things out. Get children to unpack the toys from the box. Discuss how the prefix 'un' changes the meaning.

- *Paraphrasing:* Write the sentence 'I'm really hungry!' on paper. Read the sentence as a group and ask children to think of synonyms for words in the sentence (e.g. 'I'm extremely starving!'). Emphasise that the sentence has the same meaning but uses different words. Select other sentences for children to paraphrase to show their understanding of words.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Find the phrase 'backseat of the car' and discuss how it refers to the seats in the back of the car. Encourage children to draw a picture to show their understanding.
- Talk about the sentence 'His cheeks looked as if they had tennis balls inside them'. Ask children to identify where their cheeks are. Have them describe the shape and size of tennis balls. Ask, *If you had tennis balls inside your cheeks, what would your cheeks look like?* Encourage children to puff out their cheeks to model the shape.

### Text conventions

- *Commas:* Discuss commas and ask children to identify them in the text. Talk about how readers pause at a comma.
- *Question marks:* Identify and talk about how question marks are at the end of a question rather than a full stop. Get children to ask questions of each other and record them on paper with a question mark.

### Writing

- Encourage children to recall and talk about the events of the story. Write the words 'Making-Music Festival' vertically down the left-hand side of a sheet of paper. As a group, write an acrostic poem about the text by thinking of a word or phrase that begins with each of the letters. For example, next to the first letter 'm', record the sentence 'Mum, Dad, Adam, Zack and Uncle Con went to the music festival'. Get children to complete **PW 33**), writing an acrostic poem.

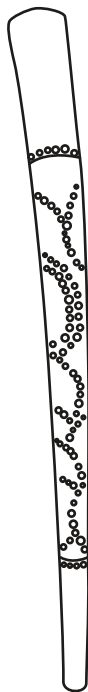
### ► English Language Learners

- Collect a variety of 'junk' items, such as boxes, bottles, wooden spoons, saucepans and tin cans. Get children to describe the items and talk about where they have seen or used them before. Encourage children to use the items to make music together. Focus on developing language and communication skills.

### ► Assessment

- PWs 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 301)

Name: \_\_\_\_\_ Date: \_\_\_\_\_



# Recall a narrative

**You will need:** coloured pencils or crayons

- Recall and write sentences about the introduction, problem, resolution and ending of the story.
- Make sure you include information about the characters and events. Draw pictures to match.

<b>Introduction</b>			
<b>Problem</b>			
<b>Resolution</b>			
<b>Ending</b>			

**Main teaching focus**  
*Comprehension:* Recalling events from the text.

**Other teaching focus**  
*Comprehension:* Identifying and understanding a text's structure.

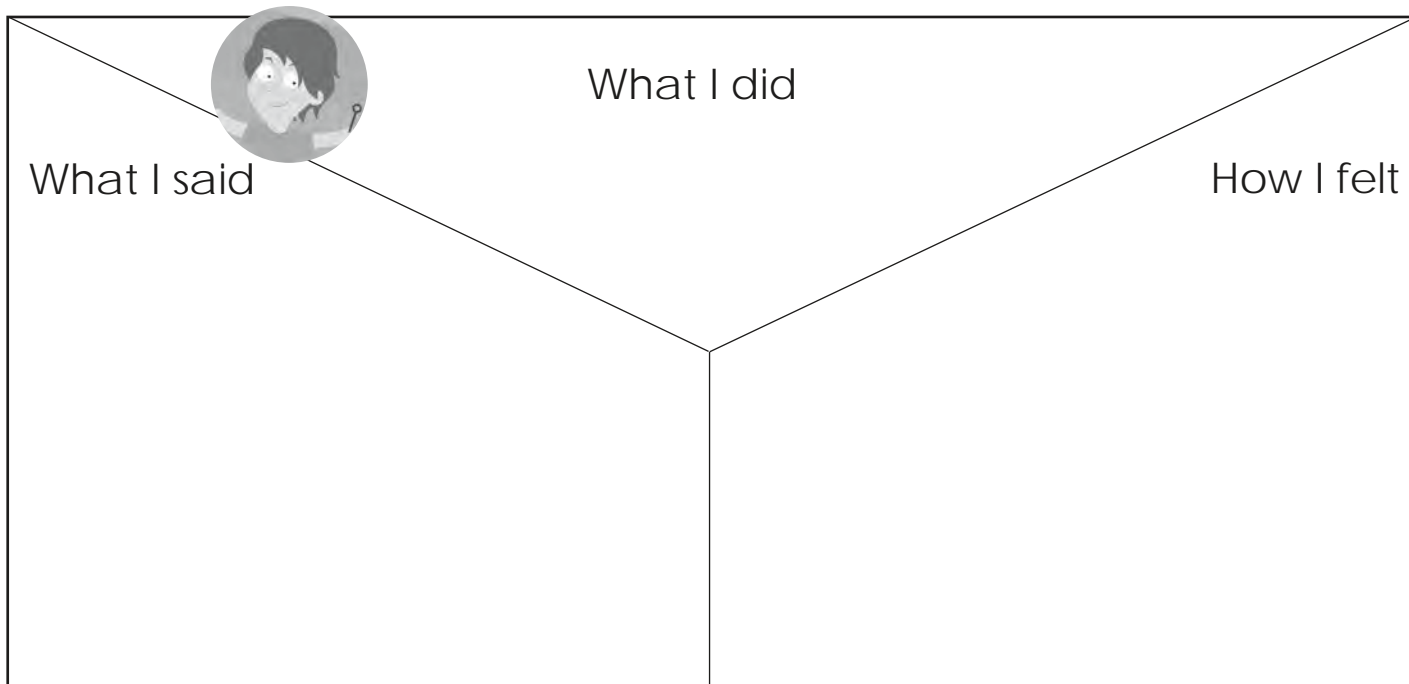
**Teacher's note**  
Children recall events from the story. They write sentences about the introduction, problem, resolution and ending. Children can also draw pictures to match each part of the story.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Y charts

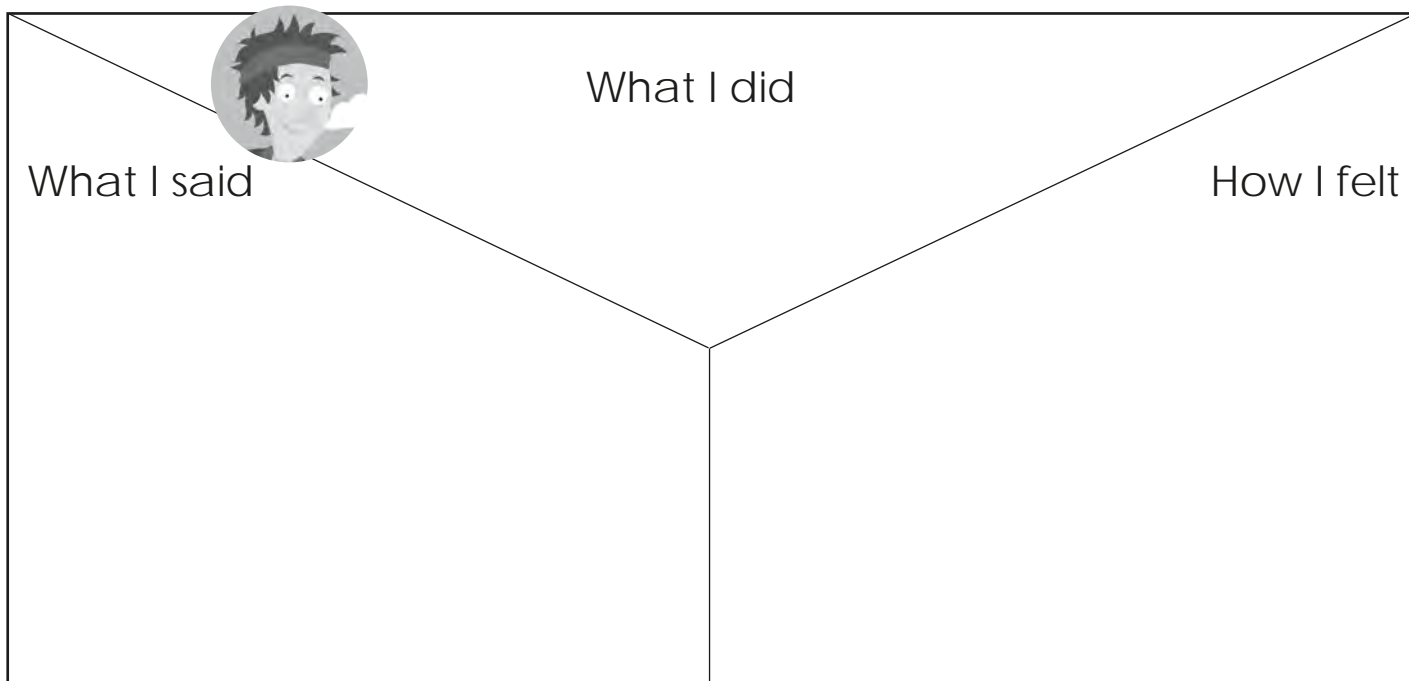
- Recall or infer what Adam and Dad did, said and felt during the story. Think about the beginning, middle and end of the story.
- Record your ideas in the Y charts below.



What I did

What I said

How I felt



What I did

What I said

How I felt

**Main teaching focus**

*Comprehension:* Recalling events from the text; inferring characters' feelings.

**Other teaching focus**

*Comprehension:* Comparing and contrasting characters' actions and feelings.

**Teacher's note**

Children recall and infer what Adam and Dad did, what they said and how they felt during the story. Children record their ideas in the Y charts.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Acrostic poem

**You will need:** coloured pencils or crayons

- Write sentences, words or phrases about the text that begin with the letters in the words 'Making-Music Festival'.
- Decorate the page with pictures about the text.



M \_\_\_\_\_

A \_\_\_\_\_

K \_\_\_\_\_

I \_\_\_\_\_

N \_\_\_\_\_

G \_\_\_\_\_

M \_\_\_\_\_

U \_\_\_\_\_

S \_\_\_\_\_

I \_\_\_\_\_

C \_\_\_\_\_

F \_\_\_\_\_

E \_\_\_\_\_

S \_\_\_\_\_

T \_\_\_\_\_

I \_\_\_\_\_

V \_\_\_\_\_

A \_\_\_\_\_

L \_\_\_\_\_

**Main teaching focus**

*Writing:* Writing an acrostic poem.

**Other teaching focus**

*Comprehension:* Recalling information and responding to a text.

**Teacher's note**

Children respond to the text by writing sentences, phrases or words about characters and events. The sentences need to begin with each letter in the words 'Making-Music Festival', making an acrostic poem.

# Captain Russy

Level 22 Fiction Word count: 688 Text type: Narrative



**Extending vocabulary:** attendant, beside, handed (as in 'handed in'), peered, travelled

**Programme links:** *Captain Russy* E-Book, *Whirly Bird* (non-fiction)

**Curriculum link:** me/family, community

**Story summary:** When Carla arrives at her nana's house she realises she left her favourite teddy, Russy, on the plane. Carla is very upset and worried that she will never see Russy again. Nana calls the airport and the next morning Russy is on his way back home, after a trip to Japan!

## Getting started

- Get children to bring in their favourite teddy and share what they like to do with their teddy. Ask children if they have ever lost their teddy or a favourite toy. Ask, *How did you feel? Did you find your toy again?*

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover illustration. Ask children to predict what the text will be about. Ask, *Who do you think Captain Russy is?*
- Encourage children to share their prior knowledge relating to the title and cover illustration. Ask, *Have you ever been on an airplane?*
- Get children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustration as prompts. Ask, *How does this text link with your personal experiences?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

*pages 4–5: Ask, What do you think Carla is looking for in her backpack? Why is Nana taking all Carla's things out of her bag, one by one? Where do you think Carla left Russy?*

*pages 6–7: Ask, Who did Carla travel on the plane with? Who do you think looked after Carla on the plane? Where had Russy sat?*

*pages 8–9: Ask, Why do you think Carla has burst into tears? What might happen if another boy or girl finds Russy? Who could Nana call to see if Russy had been found and handed in?*

*pages 10–11: Ask, How long do you think Carla has had Russy for? Do you think Carla loves to cuddle Russy? Where do you think the people at the airport should look for Russy?*

*pages 12–13: Ask, Why do you think Carla is so sad? When do you think Nana will call the airport again? Why do you think Carla didn't sleep well?*

*pages 14–15: Ask, What do you think the great news is? How do you think Russy got all the way to Japan? What do you think the pilot did when she found Russy?*

*pages 16–17: Ask, Do you think the pilot will give Russy to someone else? Where do you think Russy is now?*

*pages 18–19: Ask, Where is Russy? Who is flying the plane? How does Russy look in his pilot's cap? Where do you think Nana and Carla are going?*

*pages 20–21: Ask, Which gate are they waiting at? What do you think Carla is thinking as the last person comes off and she hasn't seen Russy?*

*pages 22–23: Ask, What do they see when they turn around?*

*page 24: Ask, What did Carla do when she ran over to Captain Russy?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about.
- Get children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and a tool such as a dictionary.
- **Visualising:** Discuss visualising and ask children to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events?*
- Ask inferential questions such as: *How do you think Carla left Russy on the plane? What other things could Carla do to feel better? Why do you think Russy was under a seat?*

Why do you think the pilot sent a photo to Nana's phone? Why does Carla call Russy 'Captain Russy'? What might Carla do to make sure she doesn't lose Russy again?

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Sequencing*: Flip through the text and ask children to explain in their own words what happened. Give them strips of paper and have them record a different event from the story on each strip. Collect and shuffle the strips of paper and then get children to sequence them in the correct order. Encourage them to re-read the sentences to ensure they make sense and that there are no events missing. Get children to complete **PW 34**, sequencing events from the story.
- *Questions*: As a group, talk about the characters, setting and plot. On cards, write question stems such as 'Who', 'What', 'When', 'Where', 'How', 'Why', 'Who will', 'What might', 'Where could' and 'How will'. Have each child take a card and ask a question relating to the text using their question stem. For example, 'Where did the pilot find Russy?' Encourage children to answer each other's questions. Get children to complete **PW 35**, writing questions about the text.

### Graphophonics

- Find 'peered' and discuss the sound 'ee' makes in this word. Encourage children to think of other words where 'ee' makes the same sound, such as 'deer' and 'cheer'. Find 'been' in the text and discuss how the 'ee' makes a long vowel sound in this word and how it is different from in 'peered'.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Identify 'attendant' and talk about what it means to attend to something. Discuss how a flight attendant is someone who attends to or helps people on an airplane flight.
- Discuss how 'beside' means next to something. Say, *Stand beside the chair. Stand beside the door.*
- Talk about 'handed' (as in 'handed in') and how if you find something you can hand it in so that it can be returned to its owner.
- Discuss how 'peered' means to look at something. Say, *Peer at the books on the shelf.*

- *Synonyms*: Discuss how synonyms are words that have a similar meaning. Find 'large' in the text and ask children to think of words that have a similar meaning, such as 'huge' and 'big'. On paper, list words from the text such as 'beside', 'peered' and 'sad' and ask children to brainstorm and record synonyms. Get children to complete the synonym work on **PW 36**.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Find the sentence 'She took all Carla's things out, one by one'. Discuss how 'one by one' means one at a time. Ask children to draw pictures to show how Nana was taking the things out of the bag, one at a time.
- Talk about the phrase 'most of the way' and ask children to explain how it means nearly all the way.
- Talk about the phrase 'burst into tears'. Ask, *What does the word 'burst' mean?* Talk about how if someone has tears it means they are crying. Discuss how this phrase means that someone starts to cry suddenly.
- Get children to find and explain the phrase 'a big smile spreading across her face'. Discuss what a big smile looks like. Talk about the meaning of 'spreading'. Ask, *What would it look like if the big smile was spreading across her face?* Encourage children to model this.

### Text conventions

- *Speech marks*: Explain that text between speech marks is what a character is saying. Get children to identify speech marks in the text.
- *Table of Contents page*: Look at the Table of Contents and ask children to use it to find different chapters.

### Writing

- Talk about how people sometimes make 'Missing' posters when they lose things. Get children to make a 'Missing' poster that Carla could have made when Russy was missing. Discuss what needs to be included, such as a picture, a description, a contact name and a phone number

### ► English Language Learners

- Collect pictures of airplanes, airports, luggage and pilots. Get children to label and describe the pictures. Encourage them to sort and classify the pictures.

### ► Assessment

- PWs 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 302)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Sequencing

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

- Cut out the sentences.
- Read the sentences and sequence them in the correct order.
- Paste them onto a sheet of paper and draw pictures to match the text.



"What is it, Nana?" cried Carla. "Has someone found Russy?"

"Well," replied Nana, a big smile spreading across her face, "your little teddy has been all the way to Japan and is now on his way back! The plane you were on landed here and then flew on to Japan."

Nana looked in Carla's bag. She took all Carla's things out, one by one. "I'm sorry, Carla," she said, when everything was on the bed. "Russy's not here and he's not in the car either. You must have left him on the plane."

Nana grabbed the keys to her car.

"Come on!" she said. "Captain Russy is about to land his big plane and he will be waiting for us at the airport!"

At last, Nana put her phone down. Her face looked sad. "I'm sorry, Carla," she said, "but Russy has not been handed in. The man at the airport told me to call back in the morning."

Carla and Nana waited and waited – until, finally, the last person came off.

But Carla didn't sleep well at all. She tossed and turned all night. She missed Russy and she was sure he missed her, too!

A tall woman wearing a blue pilot's uniform walked toward them. "Oh!" cried Carla. "It's Russy!" And she ran over to her teddy.

### Main teaching focus

*Comprehension:* Sequencing events from the text; gaining meaning from text.

### Other teaching focus

*Comprehension:* Visualising while reading a text.

### Teacher's note

Children cut out and read the sentences. Then they sequence them in the correct order and paste them on the sheet of paper. Children can draw pictures to match the sentences.


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 and end with question marks.
- 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
Who would	What were
When did	Where could

**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 on the back.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Synonyms

- Write a synonym for the word that is underlined in each sentence. The first letter has been given for you.
- Find the synonyms in the word search.



Carla peered into her backpack. l \_ \_ \_ \_ \_

Carla had travelled by herself on a large plane. h \_ \_ \_

Nana gave Carla a big hug. c \_ \_ \_ \_ \_

While Nana spoke to a man at the airport,

Carla thought about her teddy. t \_ \_ \_ \_ \_

Carla felt very sad. u \_ \_ \_ \_

The pilot saw a furry little leg poking out from underneath a seat.

b \_ \_ \_ \_

“Your little teddy has been all the way to Japan!” said Nana. s \_ \_ \_ \_

“Oh, really!” she cried. “That is great news!” e \_ \_ \_ \_ \_ \_ \_ \_

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

**Main teaching focus**

Vocabulary: Synonyms; word meanings and definitions.

**Other teaching focus**

Writing: Spelling.

**Teacher's note**

Children read the sentences and think of synonyms for the words that are underlined. Then they write the synonym that begins with the letter in the space provided. Children find the synonyms in the word search.

# Chief of the Fire Station

Level 22 Fiction Word count: 674 Text type: narrative



**Extending vocabulary:** allowed, amazing, forgotten, group, guest, leaned, minutes, 'of course', proud, really, replied, snuck, squeeze, straight, whispered, woman

**Programme links:** *Chief of the Fire Station E-Book, To the Rescue* (non-fiction)

**Curriculum links:** community, me/family, school

**Text summary:** Aimee's mum is always busy because she is the chief of the fire station. Sadly, she always misses Aimee's football games and dance shows and she gets home late when Aimee is in bed asleep. One day, a special visitor is coming to the school. Aimee finds out the amazing person is her mum.

## Getting started

- Talk about occupations. Ask, *What different jobs can people do? What are some important jobs that people do?* Encourage children to talk about the jobs their parents do. Ask, *What job might you like to have when you grow up?*

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Get children to predict what the story will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and cover pictures help us make predictions. Encourage children to look at the chapter titles on the Table of Contents page. Ask them to make predictions based on the chapter titles.
- Get children to share their prior knowledge. Ask, *What do you know about fire fighters? What type of things would the chief of a fire station do?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.
  - page 3: Ask, *After looking at the Table of Contents page, what do you think we will read about?*
  - pages 4–5: Ask, *Why do you think Aimee's mum is always too busy? What things would she miss out on watching because she is too busy?*
  - pages 6–7: Ask, *Who will have to take Aimee to football practice when Mum is too busy? What things would Aimee's mum have to do as chief of the fire station?*
  - Pages 8–9: Ask, *Why does Dad have to take Aimee to football practice?*
  - pages 10–11: Ask, *What are Dad and Aimee doing after football practice? How do you think Aimee feels when her mum is called out to a fire? What might Aimee be worried about?*
  - pages 12–13: Ask, *What is Aimee doing when Mum snuck into her room? Why would Aimee's mum be covered in ash and soot?*
  - pages 14–15: Ask, *Why do you think Aimee was late for school the next day? Why would Aimee's mum talk to the newspaper about last night's fire? Where were all the children sitting?*
  - pages 16–17: Ask, *What might be the surprise for the children after break? Why would there be a very important person coming to speak to all the children at school?*

pages 18–19: Ask, *Where does Aimee's class go after break?*

*Which children sit at the front? Who sits at the back of the gym? Where is Aimee sitting?*

pages 20–21: Ask, *Who is Mrs Letts, the head teacher, introducing? Who is the very special guest? Why is Aimee's mum an amazing, brave person? What do Aimee's mum and her team do to keep them all safe? How do you think Aimee feels?*

pages 22–23: Ask, *What are the children looking at after the talk is over? What parts of the fire engine does Aimee's mum show the children?*

page 24: Ask, *Why would Aimee give her mum a big hug? Do you think Aimee is proud of her mum? Does Aimee's mum make her feel special?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Get children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events?*
- Discuss how this text is fiction. Talk about the structure of the narrative and ask children to identify the orientation, complication and resolution. Discuss how the story is organised into chapters and paragraphs.



- Talk about the author's purpose for writing the text – to entertain.
- Ask inferential questions such as: *How do you think Aimee feels when her mum is too busy to watch her do anything? Why did Dad gently squeeze Aimee's hand? Why do you think Aimee's mum hadn't told her she was going to visit her school? Why is Aimee proud of her mum?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- **Sequencing:** Ask children to recall the events in the story. Ask, *What happened in the beginning/middle/end of the story?* Get them to look at different pages in the text and describe what happened in that part of the story. Write events from the story onto strips of paper. Jumble up the strips and ask children to sequence them in the correct order. Get children to complete **PW 3**).
- **Characters:** Ask, *Who were the characters in the story? What did they do? What did they say? How did the characters feel?* On the board, draw a picture of each character. Ask children to record sentences about what each character did, said and felt at different parts of the story. Ask, *Did the characters' feelings and actions change during the story?* Get children to complete **PW 38**.
- **Recall:** Discuss how the structure of a narrative involves an orientation, a complication, a series of events and a solution. Ask children to recall events and have them identify these parts in the story. Get them to complete a story map.

### Graphophonics

- Write 'I would' and 'I'd' on the board and show how the apostrophe is used instead of some of the letters when the words are joined. Ask children to find and record other contractions in the text.
- Find the word 'allowed' and the 'ed' suffix. Discuss how 'ed' on the end of a word is used to show past tense. Ask children to find other words ending with 'ed' in the text.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how readers need to understand word meanings in order to fully comprehend a text. Encourage children to figure out meanings of unknown words by using the sentence content or a dictionary. Discuss the following vocabulary: 'allowed', 'amazing', 'forgotten', 'group', 'guest', 'leaned', 'minutes', 'of course', 'proud', 'really', 'replied', 'snuck', 'squeeze', 'straight', 'whispered', 'woman'.
- Ask children to say/write the words in a sentence to show their understanding of the meaning.
- Provide children with blank cards. Have them write a vocabulary word on each card and the definition of each word on a card. Mix up the cards and ask children to match the words with the definitions.

- Discuss synonyms and antonyms for each word. For example, ask, *What is a word that has a similar meaning to 'woman'? What is a word that means the opposite of 'whispered'?*
- Ask children to locate the vocabulary words in the text. Encourage them to use the content of the sentence to explain the meaning of the word.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Identify the sentence 'Often at night, she and her team were called out to fight a fire'. Ask, *Who was called out to fight a fire? When did they get called out to fight a fire?* Discuss how readers need to connect these two parts of the sentences to fully understand the sentence.
- Identify the sentence 'Later that night, as Aimee lay asleep in her bed, Mum snuck into her room'. Ask, *Who snuck into the room? Whose room did Mum sneak into? What was Aimee doing? When did Mum sneak into her room?*
- Discuss the phrase 'of course'. Ask, *What does this phrase mean? When do people use this phrase?*

### Text conventions

- **Commas:** As a group, discuss commas and ask children to identify the commas in the text. Model how readers should pause at a comma.
- **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.
- **Sentence features:** Discuss how sentences begin with a capital letter and end with a full stop, exclamation point or question mark. Encourage children to identify sentences in the text.

### Writing

- Ask children to talk about their favourite part of the story. Ask, *Which part of the story did you enjoy?* Ask children to write a text explaining their favourite part of the story and why it is their favourite part.

### ► English Language Learners

- Talk about feelings. Ask children to identify and infer the way characters were feeling during the story. Ask, *How did Aimee feel in the beginning/middle/end of the story? How did Mum feel in the beginning/middle/end of the story?* As a group, make a list of different feelings, such as happy, sad, excited, angry, proud and worried. Ask, *When have you felt these emotions?* Discuss strategies children can use to manage different emotions. For example, talk about things they can do to feel better when they are angry or sad. Get children to complete **PW 39**.

### ► Assessment

- PWs 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 303)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Sequencing

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

- Cut out the sentences and the pictures. Match the sentences with the pictures. Sequence them in the correct order and paste them on a strip of paper.



"Good morning, everyone," said Mrs Letts, the head teacher. "Today we have a very special guest coming to talk us. This person is amazing! While we are all safe and sound tucked in our beds, this special woman and her team are keeping us safe." Aimee's mum walked through the door and into the gym.

Later that night, as Aimee lay asleep in her bed, Mum snuck into her room. She was covered in ash and soot and her hair lay flat on head from her helmet. Mum leaned over and kissed Aimee gently on top of her head.

"I'm so sorry," said Mum. "Dad will have to take you to football practice this afternoon." Aimee's mum was the chief of the fire station. Aimee was very proud of her, but... she was always too busy to watch Aimee do anything.

After football, Dad and Aimee cooked dinner. "Where's Mum?" asked Aimee, as she peeled the potatoes. "She's been called out to a fire," replied Dad. "There was a large fire in an old building just around the hops

Mum showed the children the different parts of the fire engine. She also showed them the large hoses that went around and around. At last when it was time for Mum to go, Aimee gave her a big hug. "I'm so proud of you, Mum" she said.

"Hey, Aimee," whispered Gill. "Mr Scott said there is a surprise for us after break." "Really?" said Aimee. "What is it?" "Well," said Gill, "Mr Scott said that there was a very important person coming to speak to all the children at school."

**Main teaching focus**

Comprehension: Sequencing sentences from the text.

**Other teaching focus**

Comprehension: Matching sentences and pictures; recalling events from the text.

**Teacher's note**

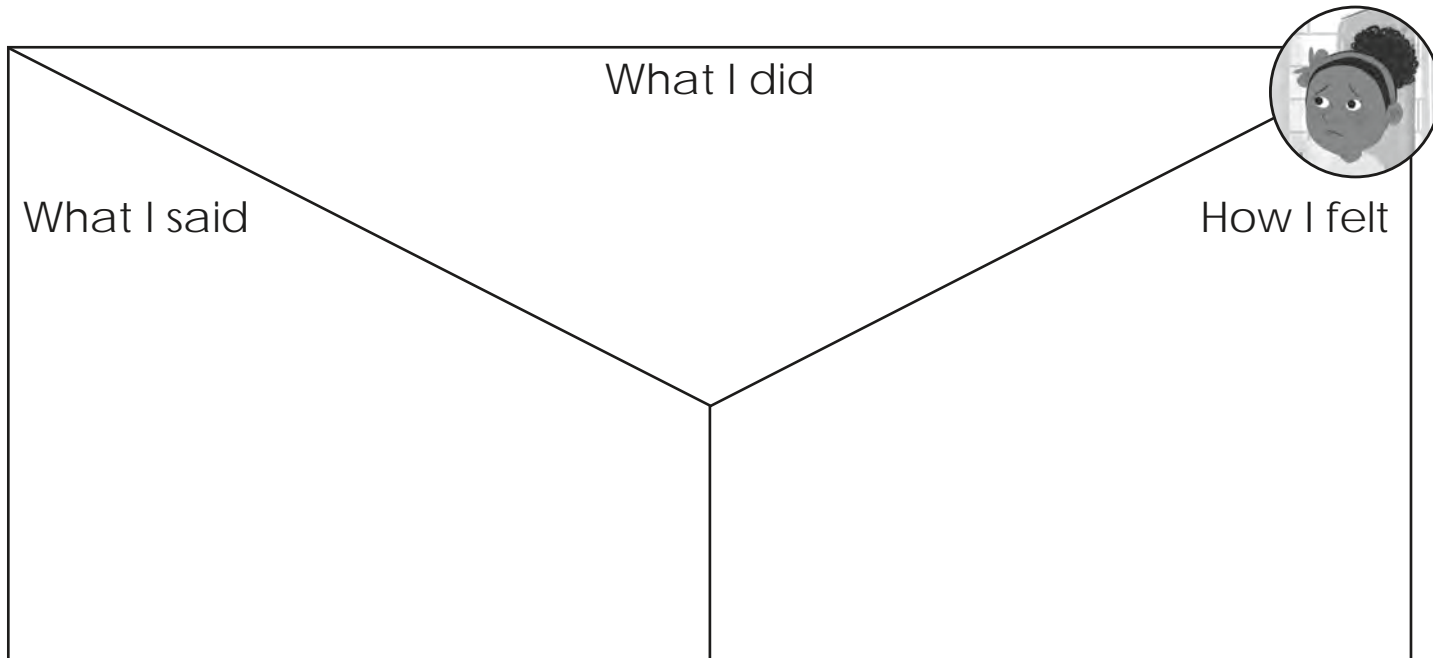
Children cut out and match the sentences and the pictures. They sequence them in the correct order; then paste the sentences and pictures together on the strip of paper.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Characters

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

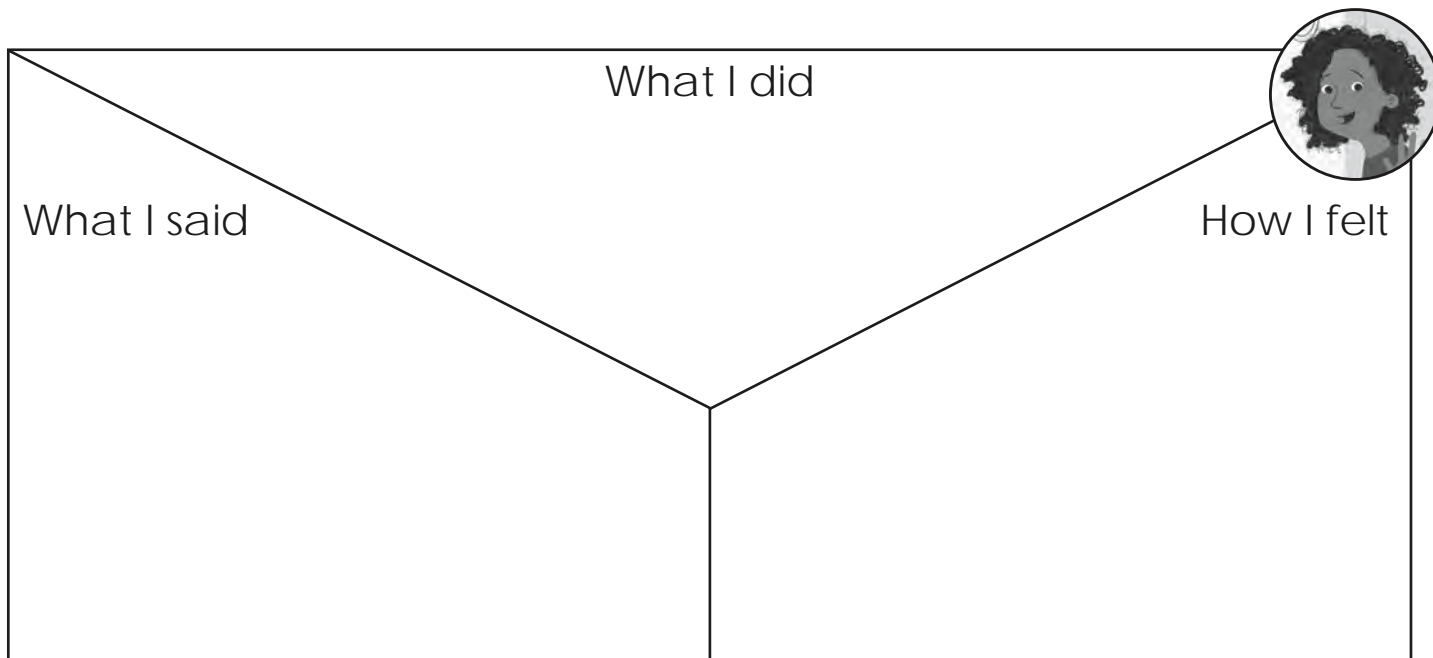
- Recall or infer what Aimee and Mum did, said and felt during the story. Think about the beginning, middle and end of the story.
- Record your ideas in the Y charts below.



What I did

What I said

How I felt



What I did

What I said

How I felt

**Main teaching focus**

*Comprehension:* Recalling events from the text; inferring characters' feelings.

**Other teaching focus**

*Comprehension:* Comparing and contrasting characters' actions and feelings.

**Teacher's note**

Children recall and infer what Aimee and Mum did, what they said and how they felt during the story. Children record their ideas in the Y charts.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Feelings

**You will need:** coloured pencils

- Write and draw about a time you have felt these feelings or emotions.
- Answer the questions at the bottom of the page.

Happy	Sad
Worried	Excited
Proud	Angry

What things can you do to make yourself feel better when you are feeling...?

*sad:* \_\_\_\_\_

\_\_\_\_\_

*worried:* \_\_\_\_\_

\_\_\_\_\_

*angry:* \_\_\_\_\_

\_\_\_\_\_

**Main teaching focus**

*Oral language development:* Feelings and emotions theme

**Other teaching focus**

*Oral language development:* Vocabulary development

**Teacher's note**

Children recall times when they have felt happy, sad, excited, angry, proud and worried. They write and draw about these emotions in the boxes. Children then answer the questions about things they can do when they feel sad, worried or angry.

# Me, Too!

Level 22 Fiction Word count: 697 Text type: narrative



**Extending vocabulary:** copied, copies, embarrassed, favourite, finally, frightened, hurt, mind, ourselves, pointing, straight, suddenly, surprised

**Programme links:** *Me, Too!* E-Book, *My Family* (non-fiction)

**Curriculum link:** me/family

**Text summary:** Cam's little sister, Rosie, is always copying him and Cam is fed up. Then Cam's friend Anton comes around and Rosie starts to copy him instead of Cam. Cam starts to feel left out and he realises he is glad that Rosie is his sister.

## Getting started

- Get children to play a copycat game. Choose one child to be the leader and have everyone else copy what they say and do. After a minute, choose a different child to be the leader.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the story will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and cover pictures help us make predictions. Encourage children to look at the chapter titles on the Table of Contents page. Ask them to make predictions based on the chapter titles.

- Ask children to share their prior knowledge. Ask, *Why do you think his little sister is always copying him?*

- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text?*

- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

page 3: Ask, *After looking at the Table of Contents page, what do you think we will read about?*

pages 4–5: Ask, *Why is Rosie crossing her arms and pointing like Cam? Why do you think it is making Cam angry?*

pages 6–7: Ask, *Why is Rosie copying Cam all day? What do you think Rosie does when Cam changes his mind and picks the chocolate cupcake?*

Pages 8–9: Ask, *What does Rosie do when Cam puts his baseball cap back to front? What does Rosie do when Cam bumps his knee on the table and jumps up and down, holding his leg?*

pages 10–11: Ask, *Why do you think Cam is fed up? Why does he want to find a way to stop Rosie from copying him?*

pages 12–13: Ask, *Why did Cam decide to go down the big slide?*

pages 14–15: Ask, *What was Cam surprised to see when he got to the bottom of the slide? Why has Rosie gone down the slide even though she was scared?*

pages 16–17: Ask, *Why wouldn't Cam want Rosie to play with him and Anton? Does Anton mind if Rosie is with them? Who is Rosie playing catch with? Why has Rosie pushed her sleeves up like Anton?*

pages 18–19: Ask, *What type of soup is Rosie eating? Is she eating chicken noodle soup like Anton or tomato soup like Cam?*

pages 20–21: Ask, *Who is Rosie copying? Why do you think Cam is suddenly feeling very left out?*

pages 22–23: Ask, *Do you think it bothers Anton that Cam's little sister hangs around and copies everything he does? Why do you think he kind of likes it? Why would Anton think that Cam is lucky to have a little sister?*

page 24: Ask, *Who is Cam sitting next to now that Anton has gone home? How do you think Cam feels now that Rosie is copying him when he laughs and is sitting just the same way he was? Do you think Cam is glad that Rosie is his little sister?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Get children to retell and summarise what they have read. Ask, *What were the main events?*
- Discuss how this text is fiction. Talk about the structure of the narrative and ask children to identify the orientation, complication and resolution. Discuss how the story is organised into chapters and paragraphs.
- Talk about the author's purpose for writing the text – to entertain.

- Ask inferential questions such as: *Why do you think Rosie always wants to copy Cam? What made Cam change the way he felt about Rosie copying him?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Recall:* As a group, discuss who, what, when, where and why about the text. Ask children to recall the events. Discuss the characters in the story and their actions. Talk about where the story took place (i.e. the setting) and when the story happened. Talk about why Rosie was copying Cam. Get children to complete **PW 40**.
- *Puppets:* Ask children to retell the events of the story. Ask, *What happened in the beginning/middle/end of the story?* Provide children with **PW 41** and have them make puppets for the characters in the story. Then ask children to use the puppets to retell the story.
- *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?* Write sentences about things that happened in the story and things that didn't. Ask children to decide whether the statement is true or false and write 'True' or 'False' after the sentences, e.g. 'Rosie likes to copy Cam. True'.

### Graphophonics

- Find the word 'knee' and discuss the 'k' at the beginning of the word. Talk about how this is a silent letter and readers don't make any sound for this letter. Brainstorm and record other words that begin with a silent 'k', such as 'knock'.
- Ask children to find 'green' in the text. Identify the vowel digraph 'ee' and model the sound these letters make when sounded together. Then ask children to find the word 'beans' in the text. Discuss the vowel digraph 'ea' and the sound these letters make. Talk about how 'ee' and 'ea' make the same sound in these words.
- Discuss the word 'slide' and the long vowel rule for words that end with 'e'. Explain that usually when a word ends with 'e', the 'e' is silent. You make a long vowel sound for the previous vowel, instead of a short vowel sound. Find other words in the text that use the silent 'e' strategy.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how readers need to understand word meanings in order to fully comprehend a text. Encourage children to figure out meanings of unknown words by using the sentence content and a dictionary. Discuss the following vocabulary: 'copied', 'copies', 'copying', 'embarrassed', 'favourite', 'finally', 'frightened', 'hurt', 'mind', 'ourselves', 'pointing', 'straight', 'suddenly', 'surprised'
- Ask children to say/write the words in a sentence to show their understanding of the meaning.
- Provide children with blank cards. Have them write a

vocabulary word on each card and the definition of each word on a card. Mix up the cards and ask children to match the words with the definitions.

- Discuss synonyms and antonyms for each word. For example, ask, *What is a word that has a similar meaning to 'frightened'? What word is the opposite of 'straight'?*
- Ask children to locate the vocabulary words in the text. Encourage them to use the content of the sentence to explain the meaning of the word.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Identify the phrase 'She's a copycat'. Talk about what the word 'copycat' means. Ask, *What is a copycat?*
- Identify the sentence 'Cam was fed up'. Talk about the phrase 'fed up'. Discuss how it means that Cam has had enough.
- Discuss the phrase 'but to Cam's surprise'. Talk about how it means that something wasn't what he expected.

### Text conventions

- *Sentence features and punctuation:* Discuss how sentences begin with a capital letter and end with a full stop, exclamation point or question mark. As a group, talk about other punctuation and text conventions a readers may see in a text, such as commas, apostrophes and speech marks. Ask children to turn to different pages in the text and identify the punctuation. Ask, *How many sentences are on this page? How do you know where a sentence begins and finishes?* Get children to complete **PW 42**.
- *Commas:* As a group, discuss commas and ask children to identify the comma in the text. Model how readers should pause at a comma.
- *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.

### Writing

- Ask children to talk about the things they like to do with a sibling or close friend. Ask, *What games do you like to play together? What places do you like to go to together?* Also encourage children to share what they like about their brother, sister or close friend. Ask children to write a text about their brothers and sisters (or friend).

### ► English Language Learners

- Talk about how Cam came up with a plan in the text. Ask, *What was Cam's plan? Did his plan work?* Get children to work together to come up with their own plan. Suggest they make a plan so that they could pack up early or eat their lunch early. Ask, *What will be in your plan so that you can achieve your goal? What things will you try to do?*

### ► Assessment

- PWs completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 34 could be kept in the child's portfolio
- Complete Running Record (page 304)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Who, What, When, Where, Why

Write and draw about:

- who was in the story.
- what happened in the story.
- when the story happened.
- where the story happened.
- why the characters did what they did.

Who?	When?
What?	
Where?	Why?

**Main teaching focus**

*Comprehension:* Recall events from the text – who, what, when, where and why

**Other teaching focus**

*Comprehension:* Answering literal and inferential questions about a text

**Teacher's note**

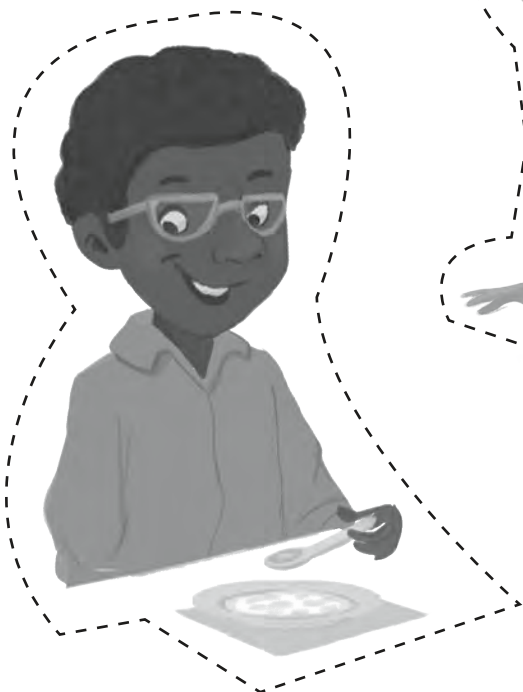
Children recall and record information about who was in the story, what happened in the story, where the story happened, when the story happened and why the characters did what they did.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Puppets

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

- Colour and cut out the puppets.
- Attach the craft sticks to the back of the puppet using the tape.
- Use the puppets to retell the events of the story.

**Main teaching focus**

*Comprehension:* Retelling events from the text

**Other teaching focus**

*Comprehension:* Sequencing events from the text

**Teacher's note**

Children colour and cut out the puppets. They attach a craft stick to the back of the puppet using tape. Then they use the puppets to retell the events of the story.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Sentences

**You will need:** coloured pencils

- 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. (,)
- Colour the speech marks brown. (" ")
- Colour the apostrophes pink. (')

"Mum, Rosie keeps copying me!" said Cam.

He sat at the kitchen table and crossed his arms.

Just then, Rosie came in and sat next to Cam. She crossed her arms just like him.

"See," said Cam, pointing to his sister. "She's a copycat!"

Rosie pointed right back at him.

"Mum, can you please tell her to stop?"

"She's only little," said Mum.

"You're her big brother and she wants to be like you."

"Well, it's making me angry," said Cam.

"Me, too!" said Rosie.

I found \_\_\_ capital letters.

I found \_\_\_ exclamation points.

I found \_\_\_ sets of speech marks.

I found \_\_\_ apostrophes.

I found \_\_\_ full stops.

I found \_\_\_ question marks.

I found \_\_\_ commas.

I found \_\_\_ sentences.

## Main teaching focus

*Text conventions:* Identifying sentences and punctuation, such as exclamation points, question marks, full stops, speech marks, commas and apostrophes.

## 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.

# Princess Is Tired

Level 22

Fiction

Word count: 746

Text type: Narrative



**Extending vocabulary:** amazing, breathed, breathing, clearly, excited, few, glanced, learned, nearly, proud, replied, seem, seemed, sense, sleepily, suddenly, type, we're, worried

**Programme link:** *Healthy Habits* (non-fiction)

**Curriculum links:** family, community, school, health and well-being

**Story summary:** Princess is up late finishing her new play. When she goes to bed, Princess is really worried and can't sleep. She tries counting backward, reading and slow breathing. Eventually, she falls asleep. The next day at the zoo, Princess is very tired. She learns an important lesson – you need plenty of sleep to always be at your best.

## Tuning in

- Talk about being tired. Ask, *What makes you tired? What can you do if you are feeling tired?* Have children discuss how they feel when they are tired and how it affects them during the day.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover illustration. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and cover pictures help us make predictions.
- Ask children to share their prior knowledge. Ask, *Have you ever felt tired? Were you able to do everything properly when you felt tired? Why have you been tired?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustration as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text? What knowledge of the world do you have that links with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *Why is Mum telling Princess to go to bed? What is Princess doing? Why do you think she is worrying about finishing her play, the trip to the zoo and basketball practice?*

pages 6–7: Ask, *Does Mum know that Princess loves writing and basketball and all the other things she does? Should Princess still be taking care of herself?*

pages 8–9: Ask, *Why does Princess need to be up early tomorrow? Should Princess do any more work on her play? Why do you think Mum is so proud of Princess?*

pages 10–11: Ask, *Why do you think that Princess suddenly feels so tired? What time is it? Should Princess go to bed? What might she be worrying about?*

pages 12–13: Ask, *What thoughts might be spinning around inside her head? Why do you think Princess can't sleep now? Has closing her eyes and counting helped? Has reading her book helped?*

pages 14–15: Ask, *Why do you think Princess is still awake at 11 o'clock? How has she slowed down her mind?*

pages 16–17: Ask, *How do you think Princess feels when her*

*alarm clock goes off at 7 o'clock in the morning? Does Princess have an exciting day ahead of her? What things does she need to do before they go?*

pages 18–19: Ask, *How does Princess feel when they get to school? Why do you think her head hurts and she can't think clearly?*

pages 20–21: Ask, *Why do you think Princess fell asleep on the bus? Are all the children excited to be at the zoo? Can Princess keep up with them?*

pages 22–23: Ask, *Why do you think Princess is still worried at the zoo? Why might her teacher tell her she needs lots of sleep every night? What lesson do you think Princess has learned?*

page 24: Ask, *Is it a good lesson for Princess to learn? Do clever, funny and busy people need sleep?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), have children ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events in the story?*
- Ask inferential questions such as: *What other things could Ask*

*Princess do to make sure she doesn't feel as worried again?  
How did slow breathing help her fall asleep?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings.

Choose from the following activities.

### Comprehension

- *Recall:* Have children discuss the things that Princess was worrying about, such as finishing her play, the trip to the zoo and basketball practice. Discuss how Princess didn't have good sleep because she was worrying about everything. Then talk about the strategies that Princess used to help her feel better when she was worrying, such as closing her eyes and counting to 100, reading, slow breathing and talking to her Mum and teacher. Have children complete **PW 43**.
- *Answering questions:* Have children talk about the characters, how they felt and what they did. On strips of paper, write literal and inferential questions, such as 'What did Princess want to finish before she went to bed?' and 'Why did slow breathing help Princess fall asleep?' Discuss how the answers to some questions can be found in the text and others need to be answered by thinking. Have children take a strip and answer the question. Have children complete **PW 44**.

### Phonological awareness/Graphophonics

- Discuss the 'ly' suffix and have children identify 'ly' words in the text. Talk about how words that end with the 'ly' suffix are telling readers the way something is being done. Think of other 'ly' words.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Identify 'amazing' and discuss how it refers to something that causes great surprise or wonder. Have children share things that they think are amazing.
- Discuss 'breathed' and 'breathing' and how they refer to sucking air into your lungs and letting it out. Have children focus and recognize when they breathe in and out.
- Identify 'clearly' and discuss how it refers to something being done without confusion, flaws or haze. Ask, *What does it mean if Princess couldn't think clearly?*
- Discuss 'excited' and how it refers to feeling thrilled. Have children think of a time they have felt excited.
- Identify 'proud' and how it refers to feeling pleased and worthy because of something you own or have done. Ask children to describe a time they have felt proud.
- Discuss how 'sleepily' means something is being done in a

drowsy, tired way. Ask, *When might you see something being done sleepily?*

- Identify 'suddenly' and how it refers to something that happens without notice or warning. Ask, *If something happens suddenly, why wouldn't you be expecting it?*
- Identify 'we're' and discuss how it is a contraction. Explain that 'we're' is the shortened version of 'we are'.
- Identify 'worried' and how it means feeling troubled or anxious about something. Have children share a time they felt worried.

### Combining vocabulary for better understanding

- Discuss interesting phrases in the text. Talk about how readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the phrase 'bedside lamp'. Discuss the meaning of both words and then have children explain that it is a lamp kept next to your bed.
- Discuss the phrase 'thoughts started to pop into her head'. Ask, *What is the meaning of 'pop' in this phrase?* Have children discuss how the phrase means that thoughts are coming to her mind.
- Talk about the sentence 'She was wide awake with worry'. Discuss the meaning of 'wide awake'. Ask, *What is causing Princess to be wide awake with worry?*

### Text conventions

- *Text emphasis/italic font:* Talk about how some words on page 10 are shown in italics. Discuss how the author has used italics to show that these are the thoughts in Princess's head.
- *Speech marks:* Discuss speech marks. Explain that the text between speech marks is what a character is saying. Have children identify speech marks in the text.

### Writing

- Have children reflect on a time they felt worried about something. Ask, *What did you do to help yourself feel better? How did you overcome the situation?* Have children write about their experience and the strategies they used to help themselves.

### ► English Language Learners

- Discuss the importance of well-being. Talk about how Princess was feeling in the story and the impact that it had on her. Recall the things that Princess did to help herself fall asleep that night. Ask, *What things could you do if you were feeling worried about something?* Have children make a poster showing strategies to use if they are feeling worried. Have children complete **PW 45**.

### ► Assessment

- PWs 43, 44 and 45 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading.
- Collect work samples, e.g. PW 43 could be kept in the child's portfolio.
- Complete Running Record (page 305)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Recall

- Write the things Princess was worried about.
- Write about what happened when she felt worried.
- Write the things she did to feel better.

What was Princess worried about?

What happened when she felt worried?

What did she do to feel better?

**Main teaching focus**

*Comprehension:* Recalling events from the story

**Other teaching focus**

*Comprehension:* Inferring characters' thoughts, feelings and actions

**Teacher's note**

Children recall and record why Princess was feeling worried, what happened when she felt worried and what she did to feel better.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Answering questions

- Read each question and write the answer on the line below.

Why is Princess up late?

---

Why does Mum tell Princess that she needs to go to bed?

---

Why is Mum proud of Princess?

---

What was Princess worried about when she tried to fall asleep?

---

What did Princess do to help herself fall asleep?

---

Why was Princess so tired on the bus ride to the zoo?

---

How did Mrs Kay help Princess?

---

What lesson did Princess learn?

---

**Main teaching focus**

*Comprehension:* Answering literal and inferential questions

**Other teaching focus**

*Comprehension:* Recalling information from a text

**Teacher's note**

Children read the questions and answer the literal and inferential questions.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Poster

You will need: coloured pencils

- Make a poster to show things you can do to help yourself when you are feeling worried.

When I am worried I can ...

**Main teaching focus**

*Oral language:* Discussions about well-being

**Other teaching focus**

*Comprehension:* Recalling information from a text

**Teacher's note**

Children make a poster that shows strategies to use when they are feeling worried.

# Musical Instruments



Level 22 Non-fiction Word count: 726 Text type: Report

**Extending vocabulary:** high, hollow, kinds of (as in 'types of'), invented, louder, low, object, placing, press/ed, sliding, stretched, usually

**Programme links:** *Musical Instruments E-Book, Making-Music Festival (fiction)*

**Curriculum link:** me/family, community, celebrations, creative play

**Text summary:** Find out how musical instruments have been made and played by people all over the world for thousands of years. Learn about the different types of instruments – wind instruments, drums, string instruments, xylophones, keyboard instruments and instruments made from junk!

## Getting started

- Play different songs and music. Ask, *What instruments can you hear?* Ask children to talk about instruments that they have seen, heard or played.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Get children to predict what the text will be about. Ask, *Do you think it will be a fiction or non-fiction text?*
- Encourage children to share their prior knowledge relating to the text. Ask, *Have you ever played an instrument?*
- Get children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences and knowledge?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *How long do you think people have been making music? What things can be used to make music? What shape and size are instruments?*

pages 6–7: Ask, *What types of instruments are made from hollow tubes? How are these people making sounds with the wind instruments? What is this trumpet made of? What do you think happens when the buttons are pressed?*

pages 8–9: Ask, *What country is the didgeridoo from? What is it made of? How do you make sound with a recorder?*

pages 10–11: Ask, *How were drums made thousands of years ago? How would you make the drum sound louder? What is the djembe made of?*

pages 12–13: Ask, *Why do you think the kettledrum is an instrument in the orchestra? What would you use the mallets for? How does a drum kit let you play more than one drum at a time?*

pages 14–15: Ask, *What are most string instruments made of? What are the strings stretched along? Why do you need to pluck the strings or slide the bow over them? What moves across the strings to make the music?*

pages 16–17: Ask, *Does a guitar have a long or short neck? What part would you strum or pluck? What is the electric guitar made of? Why is an electric guitar often used in a rock band?*

pages 18–19: Ask, *What size wooden bars is a xylophone made of? How do you make different sounds on the xylophone? What is the marimba like?*

pages 20–21: Ask, *What do keyboard instruments look like? What kinds of sounds do the keys make? What colour keys does a piano have? What happens when the keys are pressed?*

pages 22–23: Ask, *Do you think an electric keyboard has strings or hammers? Why would they be used in rock bands? How can people make musical instruments? Why do people love to play music?*

page 24: Ask, *What could we use the glossary for?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about.
- Get children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using a tool such as a dictionary.
- **Visualising:** Discuss visualising and ask children to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.

- *Summarising*: Ask children to retell and summarise what they have read. Ask, *What were the main ideas in the text?*
- Ask inferential questions such as: *Why do you think instruments from long ago were usually made from wood or animal parts? Why might wind instruments have been given that name? How would you make a drum sound softer? Why weren't electric guitars used many years ago?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Comparing and contrasting*: Ask, *What were the main features of each group of instruments?* Have a sheet of paper for each category. As a group, record information and types of instruments for each category. Ask, *How are these instruments the same/different?* Get children to complete **PW 46**), comparing and contrasting musical instruments.
- *Recall*: Ask children to recall the names of the instruments and write each on a card. Shuffle the cards and share. Ask children to recall and share facts about their instruments. Get them to complete **PW 47**, matching definitions with names of instruments.

### Graphophonics

- Ask children to identify the base word 'hit' in 'hitting'. Talk about how the last consonant – 't' – is doubled before the suffix 'ing' is added. Brainstorm and record other words that follow this pattern, such as 'running'.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Discuss how 'high' refers to something that is up. Encourage children to make a high sound. Ask children to point up high.
- Discuss how 'hollow' refers to something that is empty. Ask why a tube would be hollow.
- Talk about how 'kinds of' means 'types of'. Encourage children to show their understanding of the words by saying, *Tell me different kinds of wind instruments.*
- Discuss how 'invented' refers to the first time something was made.
- Talk about how 'louder' refers to a sound getting bigger. Ask children to make a noise, then say, *Make a louder noise.*
- Discuss how 'low' refers to something that is down. Encourage children to make a low sound. Ask children to point down low.

- Identify 'placing' and talk about how it means putting something down. Say, *Place a pencil on the table.*
- Talk about the meaning of 'press' and 'pressed'. Ask, *What are you doing if you are pressing something down?*
- Discuss how 'sliding' means something moving along something else. Get children to slide a pencil along the table. Discuss sliding doors and playground slides.
- Talk about how 'stretched' means something is pulled wide. Get children to stretch out their arms.
- Identify 'usually' and discuss how it refers to something happening most of the time.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about 'electric power'. Discuss how the electric guitar gets power from electricity to make it work. Ask, *What other things need electricity to work?*
- Identify the sentence 'When you press the keys, little hammers hit the strings and make musical sounds'. Talk about each of the phrases to ensure children understand their meaning. Ask, *What do you do to the keys? What do the hammers hit?* Talk about how the musical sound is made when the hammer hits the string.

### Text conventions

- *Features of the front cover*: Look at the front cover of the text and ask children to identify the title and author.
- *Text type – report*: Talk about how this is a non-fiction report. Ask, *What is the subject of this report?*

### Writing

- Get children to write a report about their favourite instrument. Ask, *Which instrument did you like the most in the text? What instruments have you seen or heard before?* Get children to write paragraphs about what their favourite instruments look like, the sound they make, how people play them and where they originated. Ask children to draw and label a picture of their instruments.

### ► English Language Learners

- Talk about the instruments in the text. Write these headings on separate sheets of paper: 'Drums', 'Wind instruments', 'Keyboard instruments', 'Xylophones', 'String instruments'. Ask children to draw instruments for each category. Talk about why the instruments are part of their group. Get children to complete **PW 48**, sorting and classifying instruments.

### ► Assessment

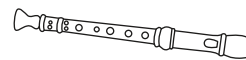
- PWs completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 37 could be kept in the child's portfolio
- Complete Running Record (page 306)



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Compare and contrast

- Look at the pair of instruments.
- Write how they are similar 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**

Comprehension: Comparing and contrasting information in a text.

**Other teaching focus**

Comprehension: Recalling information from a text.

**Teacher's note**

Children compare and contrast the musical instruments. Then they record how the instruments are the same and how they are different in the table.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

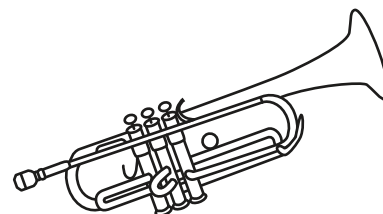
# Musical instrument definitions


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

- Write the names of the instruments on a sheet of paper.
- Cut out and read the sentences. Paste them next to the correct name.
- Draw a picture to match the instrument.

## Instruments

shofar    oud    violin    didgeridoo  
piano    trumpet    marimba    djembe



<p> An instrument made from the horn of a ram. It is used to call people together.</p>	<p>An instrument with a body that looks like a watermelon cut in half. It has eleven strings and a short neck.</p>
<p>An African drum made of wood and animal skin. It is usually played with the hands.</p>	<p>An instrument that comes from Australia. It is made from a hollow tree or branch.</p>
<p>An instrument with four strings, which are made of steel or nylon. A bow moves across the strings to make music.</p>	<p>An instrument made of brass. It has buttons (valves) that are pressed to make the sound go up or down.</p>
<p>An instrument with black and white keys. There are lots of strings inside and when you press the keys, little hammers hit the strings and make musical sounds.</p>	<p>An instrument made of wooden bars of different sizes. A different sound is made as you hit each bar with a mallet.</p>

**Main teaching focus**

*Comprehension:* Understanding and using word meanings.

**Other teaching focus**

*Comprehension:* Recalling information from a text.

**Teacher's note**

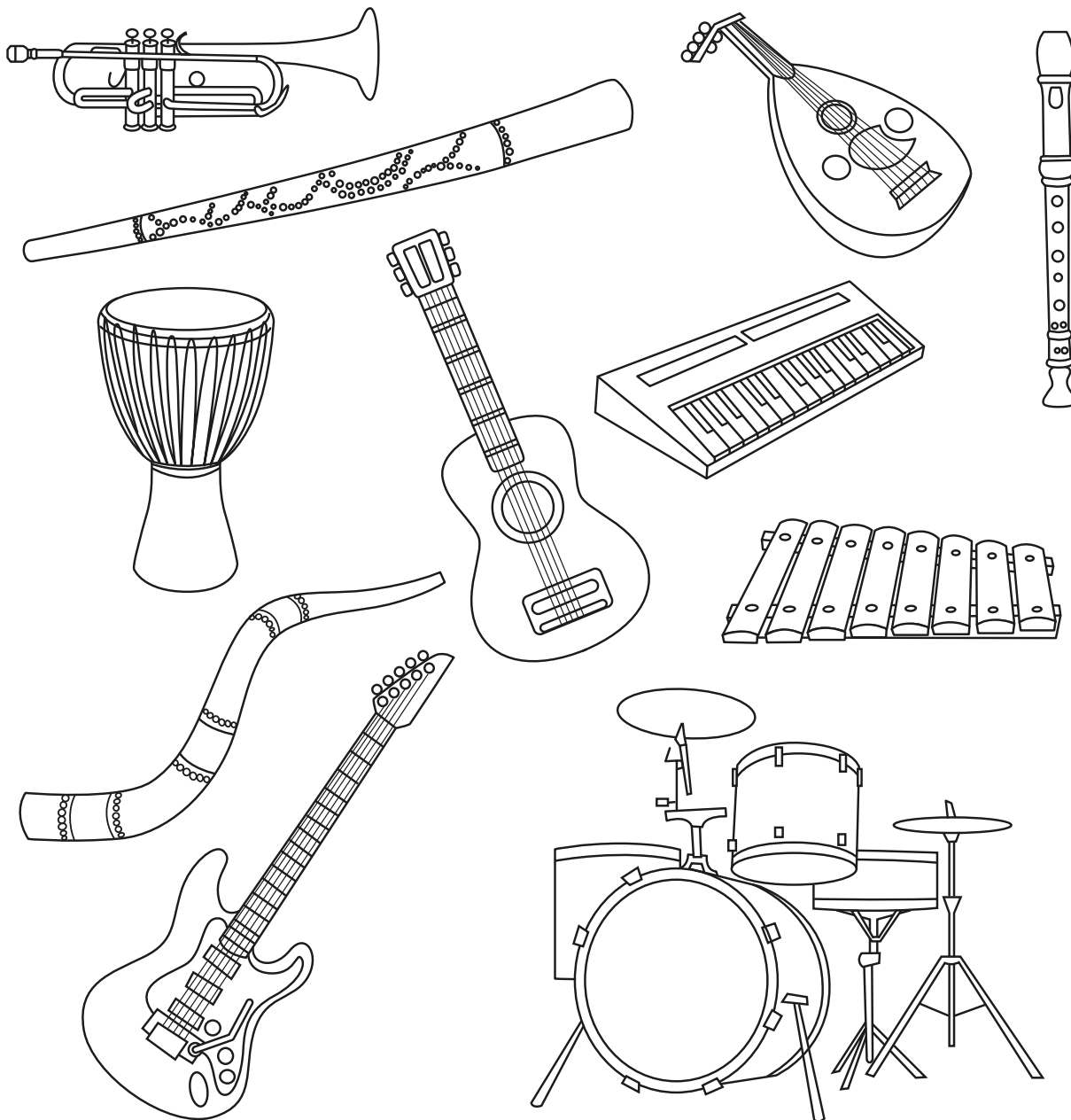
On a sheet of paper, children write the instrument names and paste the matching definitions beside them. Then they draw a picture of each instrument.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Types of instruments

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

- At the top of a sheet of paper, write the words 'Wind', 'Drum', 'String', 'Xylophone' and 'Keyboard'.
- Colour and cut out the pictures of musical instruments.
- Sort and paste them on the paper under the correct word.

**Main teaching focus**

Oral language development: Language and vocabulary development – musical instruments.

**Other teaching focus**

Oral language development: Sorting and classifying.

**Teacher's note**

Children write the words 'Wind', 'Drum', 'String', 'Xylophone' and 'Keyboard' at the top of a sheet of paper. They colour and cut out the musical instrument pictures, then paste them under the correct word.

# Whirly Bird



**Level 22 Non-fiction Word count: 570 Text type: Procedural, report**

**Extending vocabulary:** allow, amazing, backward, complete, directions, forward, exactly, hard-to-reach, hover, sideways, trapped, useful

**Programme links:** *Whirly Bird* E-Book, *Captain Russy* (fiction)

**Curriculum link:** creative play, science, transport

**Text summary:** Find out how to make a whirly bird flying machine by cutting and folding a piece of paper. It will whirl around and around like a helicopter! Learn about helicopters and why they are amazing flying machines.

## Getting started

- Talk about helicopters – how they move, what they look like and the sound they make. Ask, *How does a helicopter whirl?* Give children pieces of card and have them design a way to make it fly. Let children test their card designs and see how well they fly.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover picture. Ask children to predict what the text will be about. Ask, *What things do you think you will learn when reading this text? What do you think a whirly bird will do?*
- Get children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover picture as prompts. Ask, *How does this text link with your personal experiences?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

*pages 4–5: Ask, How do you think you make a piece of card whirl through the air? What things do you need to make a whirly bird?*

*pages 6–7: Ask, Where do you draw the folding lines and the cutting lines? Why should you take your time as you do this?*

*pages 8–9: Ask, How many lines do you need to cut on? How do you think you will make the blades and the shaft?*

*pages 10–11: Ask, How do you know where to fold the whirly bird? Where do you fold it backwards and forwards? Which parts are the blades?*

*pages 12–13: Ask, How do you fold the shaft of the whirly bird? Where is it folded forwards and backwards? How is the shaft made stronger?*

*pages 14–15: Ask, What is the last part that you fold up? Where do you hold the whirly bird? When do you let it go? How will the blades move? What will it look like as it spins?*

*pages 16–17: Ask, Why do you think helicopters are amazing flying machines? Which part of the helicopter do you think are the rotors?*

*pages 18–19: Ask, In what directions can a helicopter fly?*

*When does a helicopter go straight up or down? How would the blades help the helicopter hover?*

*pages 20–21: Ask, How can a helicopter fly into places that are difficult for planes? Do helicopters need a long runway? What size space does a helicopter need to land on?*

*pages 22–23: Ask, How does the way helicopters fly make them useful? How might helicopters help to rescue people or transport things?*

*page 24: Ask, What could we use the glossary for?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about.
- Get children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using a tool such as a dictionary.
- **Visualising:** Discuss visualising and ask children to ‘paint a picture’ as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas in the text?*
- Ask inferential questions such as: *What might happen if you don’t draw the cut and fold lines in the correct places? How are the blades on a whirly bird similar to the blades on a helicopter? Why might a helicopter need to hover? How would a helicopter help rescue someone in a hard-to-reach place?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- **Sequencing:** Encourage children to recall how to make a whirly bird. Ask, *What things were needed? What were the steps?* Ask children to look at pictures and describe each step in the process. Get children to complete **PW 49**, sequencing steps from the text.
- **Following directions:** Give children card and scissors. Get them to make their own whirly birds by following the directions in the text. If children are unsure, encourage them to re-read the text.
- **Answering questions:** Ask children to recall facts about helicopters. Draw a picture of a helicopter on a sheet of paper and ask children to label the different parts. On strips of paper, write literal and inferential questions, such as, *What size space does a helicopter need to land on? Why don't helicopters need a runway?* Discuss how the answers to some questions can be found in the text and some questions need to be answered by thinking. Have each child take a question strip and answer the question. Get children to complete **PW 50** answering questions about helicopters.

### Graphophonics

- Discuss the sound the letters 'ch' make in 'machine'. Talk about how it sounds like a 'sh' digraph. Find 'special' in the text and ask, *What letters make the 'sh' sound?*

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explain the word meanings.
- Discuss how 'allow' is a synonym for 'let'. Say sentences such as, *I will allow you to get a drink.*
- Discuss the meaning of 'amazing'. As a group, brainstorm words that have a similar meaning, such as 'excellent' or 'outstanding'.
- Talk about the meaning of 'backwards' and 'forwards'. Ask children to stand up and walk backwards and forwards.
- Discuss how 'complete' means 'finished' or 'full'. Draw half a face on the board and ask children to 'complete' the drawing.
- Find the word 'directions' and discuss how it refers to the way something moves. Talk about how 'up', 'down', 'forwards', 'backwards', 'left' and 'right' are all different directions. Give children simple instructions and have them move in that 'direction'.
- Identify 'exactly' and talk about how it means 'precisely' or 'accurately'. Draw a line on a piece of paper and get children to cut 'exactly' on the line.

- Discuss how 'hard-to-reach' refers to something that is difficult to get to.
- Talk about how 'hover' means something is staying above. Ask children to make their hand hover over the book.
- Talk about the meaning of 'sideways'. Get children to walk sideways.
- Identify 'trapped' and talk about how it refers to something being stuck and not being able to get out. Ask, *Have you ever been trapped somewhere?*
- Talk about how 'useful' means something is helpful or good to use. Ask, *What useful things do you use?*

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Discuss the sentence 'As it spins, it looks like a helicopter coming down to land'. Talk about what the whirly bird is doing. Discuss what a helicopter would look like as it as it lands.
- Talk about the sentence 'The space doesn't need to be much bigger than the helicopter itself'. Talk about the size of a helicopter. Encourage children to draw pictures to show their understanding.

### Text conventions

- **Text types – procedural and report:** Talk about how this non-fiction text has two different sections. Discuss how the part where it teaches readers how to make a whirly bird is a procedural. Ask children to identify the parts of the procedural, such as the list of materials and the steps. Talk about how the other part is an information report about helicopters. Discuss how it teaches readers about helicopters.

### Writing

- After children have made their own whirly bird, ask them to recall how they made it. Ask, *What things did you need? How do you make it?* Get children to use **PW 51** to write a procedural making a whirly bird.

### ► English Language Learners

- As a group, brainstorm different forms of transport, such as cars, buses, trains, boats and airplanes. Talk about why people use certain types of transport. Ask children to design a city on a large sheet of paper. Ask them to identify where different types of transport travel in their city. Support and enhance children's language use during the activity.

### ► Assessment

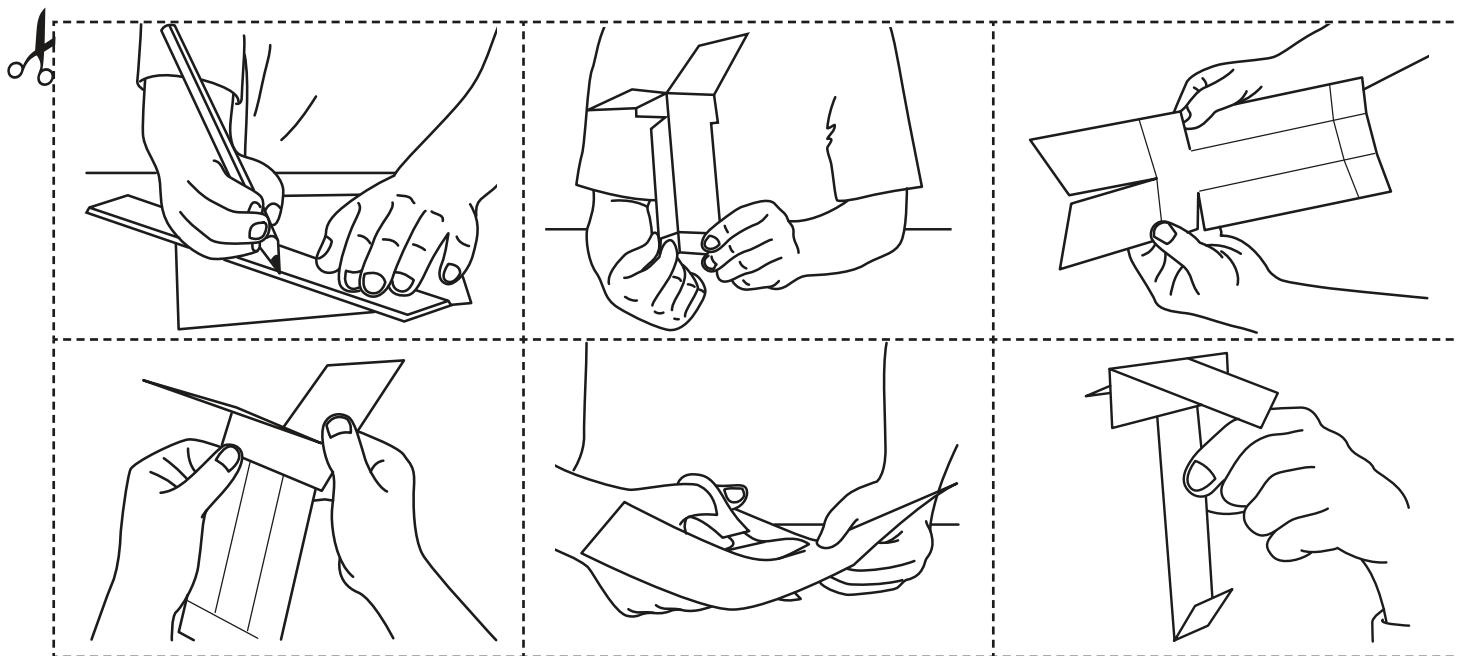
- PWs completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 40 could be kept in the child's portfolio
- Complete Running Record (page 307)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Sequencing

**You will need:** scissors, glue, a piece of paper

- Cut out the sentences and the pictures.
- Match the sentences with the pictures. Sequence them in the correct order and paste them on a piece of paper.



<p>✂ Cut out your whirly bird.</p>	<p>Fold the blades on your whirly bird. Fold one part forwards and one part backwards.</p>
<p>Fold the shaft of your whirly bird. Fold one side forwards and one side backwards.</p>	<p>Get a piece of card. Draw the folding lines and the cutting lines on your card.</p>
<p>Cut your card along the cutting lines. There are three lines that you'll need to cut. This will make the blades and the shaft.</p>	<p>Fold up the bottom of the shaft. Your whirly bird is now complete and ready to fly!</p>

**Main teaching focus**

Comprehension: Sequencing sentences from the text.

**Other teaching focus**

Comprehension: Matching sentences and pictures; recalling events from the text.

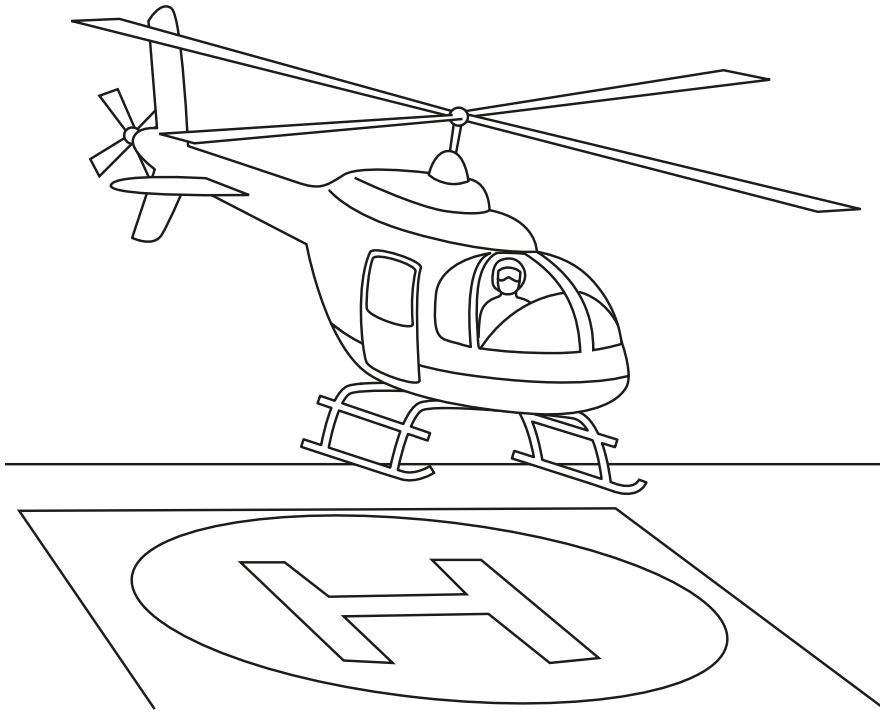
**Teacher's note**

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

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Answering questions

- Label the picture of the helicopter using the words in the box.
- Read each question and write the answer on the line below.



rotors  
shaft  
tail  
boom  
tail rotor  
landing skis  
pilot  
cockpit  
helipad

What are the 'wings' on a helicopter called?

---

In what direction does a helicopter fly when it takes off and lands?

---

What size space does a helicopter need to land on?

---

How do helicopters help to fight fires?

---

Why wouldn't a helicopter need a runway?

---

**Main teaching focus**

Comprehension: Answering literal and inferential questions.

**Other teaching focus**

Comprehension: Recalling information from a text.

**Teacher's note**

Children label the parts of the helicopter using the words in the box. Then they read and answer the literal and inferential questions.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Write a procedural text

**You will need:** coloured pencils or crayons

- List the materials needed to make the whirly bird.
- Draw pictures of each step.
- Write steps explaining how to make the whirly bird.



## Materials

\_\_\_\_\_

## Steps

1		
2		
3		
4		
5		
6		

**Main teaching focus**

*Writing:* Writing a procedural text.

**Other teaching focus**

*Comprehension:* Recalling information from a text.

**Teacher's note**

Children list the materials needed to make the whirly bird. Then they draw pictures to show the steps in making the whirly bird. Children write sentences explaining each step.



# My Family

Level 22 Non-fiction Word count: 579 Text type: discussion



**Extending vocabulary:** angry, cousins, enjoy, exactly, 'kinds of', parents, probably, problems, room (space), twin, youngest

**Programme links:** *My Family E-Book, Me, Too!* (fiction)

**Curriculum links:** community, family/me

**Text summary:** Learn about different kinds of families. Meet some children who tell you all about their families – who is in their family, where their family lives and what makes their family special.

## Getting started

- Ask children to talk about their family. Ask, *Who is in your family? What does your family like to do together?* Discuss how all families are different.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the story will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and cover pictures help us make predictions. Encourage children to look at the titles on the Table of Contents page. Ask them to make predictions based on the titles.
- Encourage children to share their prior knowledge. Ask, *What is special about your family? What do you know about different types of families?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.
  - page 3: Ask, *After looking at the Table of Contents page, what do you think we will read about?*
  - pages 4–5: Ask, *Why would there be many different kinds of families? Do families always live in the same house? Do families sometimes have problems? Can families have fun together?*
  - pages 6–7: Ask, *Who do you think Sam might live with? Why do you think John tells jokes when Sam is trying to score when they play basketball together? Do you think Sam gets angry at John?*
  - Pages 8–9: Ask, *Where do you think Sophia and her older sister live? Do you think Sophia enjoys living on a farm? Do you think they have horses to ride? Why would Sophia be excited about her sister, Gaby, teaching her to ride her new pony? Why might Sophia wish she had a little brother or sister?*
  - pages 10–11: Ask, *Does Jada's grandmother live with her and her parents? Do you think she wishes she had a brother or sister? Do you think she has cousins who come to visit and play with her?*
  - pages 12–13: Ask, *Who is in Feng's family? Why might his parents live in different houses?*
  - pages 14–15: Ask, *How would you know that Kate and Jack are twins? If Kate is seven, how old would Jack be? Who do they live with? Does her family look like each other? Would they still have fun together?*

pages 16–17: Ask, *Does Hana look like her twin sister, Kami? Why do you think people always get them mixed up? Why would Hana and Kami need an enormous house to live in with their parents and four sisters?*

pages 18–19: Ask, *Does Dev have a huge family? Does he have lots of brothers and sisters? Why wouldn't his brothers and sisters live with Dev and his mum and dad?*

pages 20–21: Ask, *Can you see there are all kinds of families? Do families have fun together?*

pages 22–23: Ask, *Who is in your family? What is special about your family?*

page 24: Ask, *What could we use the glossary for?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas and supporting details in the text?*
- Discuss how this text is a non-fiction informational text. Talk about the structure of the text and discuss how it is organised into chapters and paragraphs.
- Talk about the author's purpose for writing the text – to inform.
- Ask inferential questions such as: *Why do you think there are*

so many different kinds of families? Why would Sam's brother tell him funny jokes when they play basketball? Who do you think Dev might play with in his family?

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- Compare and contrast: Discuss how there were many different kinds of families in the text. Ask, *In what ways were the families different?* Talk about how the families were different sizes and they lived in different places. Talk about how some families had a mum and dad living together and some families didn't. Ask, *In what ways were the families similar?* Get children to complete **PW 52**.
- *Visualising*: Ask children to select a child from the text and re-read the information about their family. Encourage children to visualise as they read. Have them 'paint a picture' in their mind of what the child might be doing with the family. For example, can they visualise Sam playing basketball? Ask children to draw a picture of what they visualised.
- *Cloze*: Flip through the text and ask children to explain the different parts of the text. Copy sentences from the text onto large pieces of paper but leave a word out in each sentence, e.g. 'Gaby and I \_\_\_\_\_ on a farm with Dad and Nana'. 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 from the text.

### Graphophonics

- Find the word 'babies' and discuss how it is the plural for the word 'baby'. Write 'baby' and 'babies' on the board and talk about how the 'y' was changed to an 'i' and 'es' was added to change the word from singular to plural. Find other words in the text that follow this pattern.
- Ask children to find 'house' and discuss the 'ou' vowel digraph. Model the sound these letters make when sounded together. Brainstorm and record other 'ou' words.
- Discuss the word 'name' 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 words in the text that use the silent 'e' strategy.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how readers need to understand word meanings in order to fully comprehend a text. Encourage children to figure out meanings of unknown words by using the sentence content and a dictionary. Discuss the following vocabulary: 'angry', 'cousins', 'enjoy', 'exactly', 'kinds of', 'parents', 'probably', 'problems', 'twin', 'youngest'.

- Ask children to say/write the words in a sentence to show their understanding of the meaning.
- Provide children with blank cards. Have them write a vocabulary word on each card and the definition of each word on a card. Mix up the cards and ask children to match the words with the definitions.
- Discuss synonyms and antonyms for each word. For example, ask, *What is a word that has a similar meaning to 'angry'? What is a word that is opposite of 'enjoy'?*
- Ask children to locate the vocabulary words in the text. Encourage them to use the content of the sentence to explain the meaning of the word.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Identify the sentence 'When Kami and I sit next to each other, some people can't tell which one of us is which!' Discuss what 'can't tell which one of us is which' means. Ask, *Is it just some people who can't tell them apart or everyone?*
- Discuss the sentence 'I don't get angry with John through, because his jokes are really funny'. Ask, *Does Sam get angry with John? Why doesn't he get angry at John?*

### 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 children might not understand. Discuss how to find the meaning of these words in the glossary.
- *Sentence features*: Discuss how sentences begin with a capital letter and end with a full stop, exclamation point or question mark. Encourage children to identify sentences in the text.
- *Headings*: Ask children to identify headings in the text. Discuss how headings help readers understand what is on each page.
- *Table of Contents*: Ask children to look at the Table of Contents on page 3. Model how readers can use the Table of Contents to locate specific chapters or topics in the text.

### Writing

- Ask children to talk about their family. Ask, *Who is in your family? Where does your family live? What do you do with people in your family?* Get children to complete **PW 53**, writing a text about their family and how they are special. Encourage children to use paragraphs to organise their writing. Children also can draw a picture of their family.

### ► English Language Learners

- Talk about family trees. Show children pictures of family trees online. Discuss how they show who is in a family over different generations. Talk about how we can find out how people are related by looking at a family tree. Model how to complete a family tree. Get children to complete **PW 54**.

### ► Assessment

- PWs 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 308)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Similar and different

- Think about the different types of families.
- Write about how they are similar and different.

**Kate's Family**



**Hana's Family**



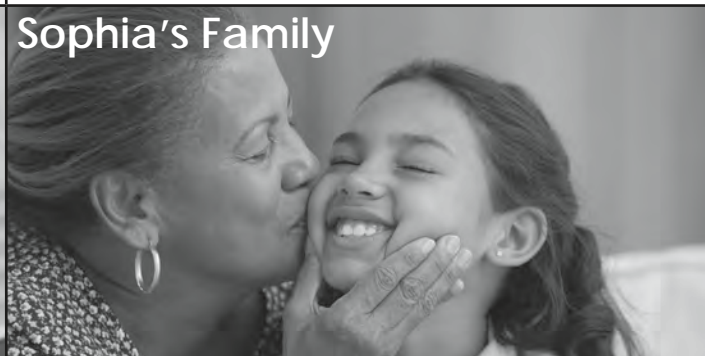
How are they similar?

How are they different?

**Sam's Family**



**Sophia's Family**



How are they similar?

How are they different?

**Main teaching focus**

*Comprehension:* Comparing and contrasting – finding similarities and differences

**Other teaching focus**

*Comprehension:* Recalling information from a text

**Teacher's note**

Children record the similarities and differences between Kate and Hana's family and Sam and Sophia's family.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# All about my family

- Write about your family and what makes it special.
- Draw a picture of your family.

My Family

**Main teaching focus**

Writing: Writing a personal text; using paragraphs

**Other teaching focus**

Comprehension: Linking text to personal experiences

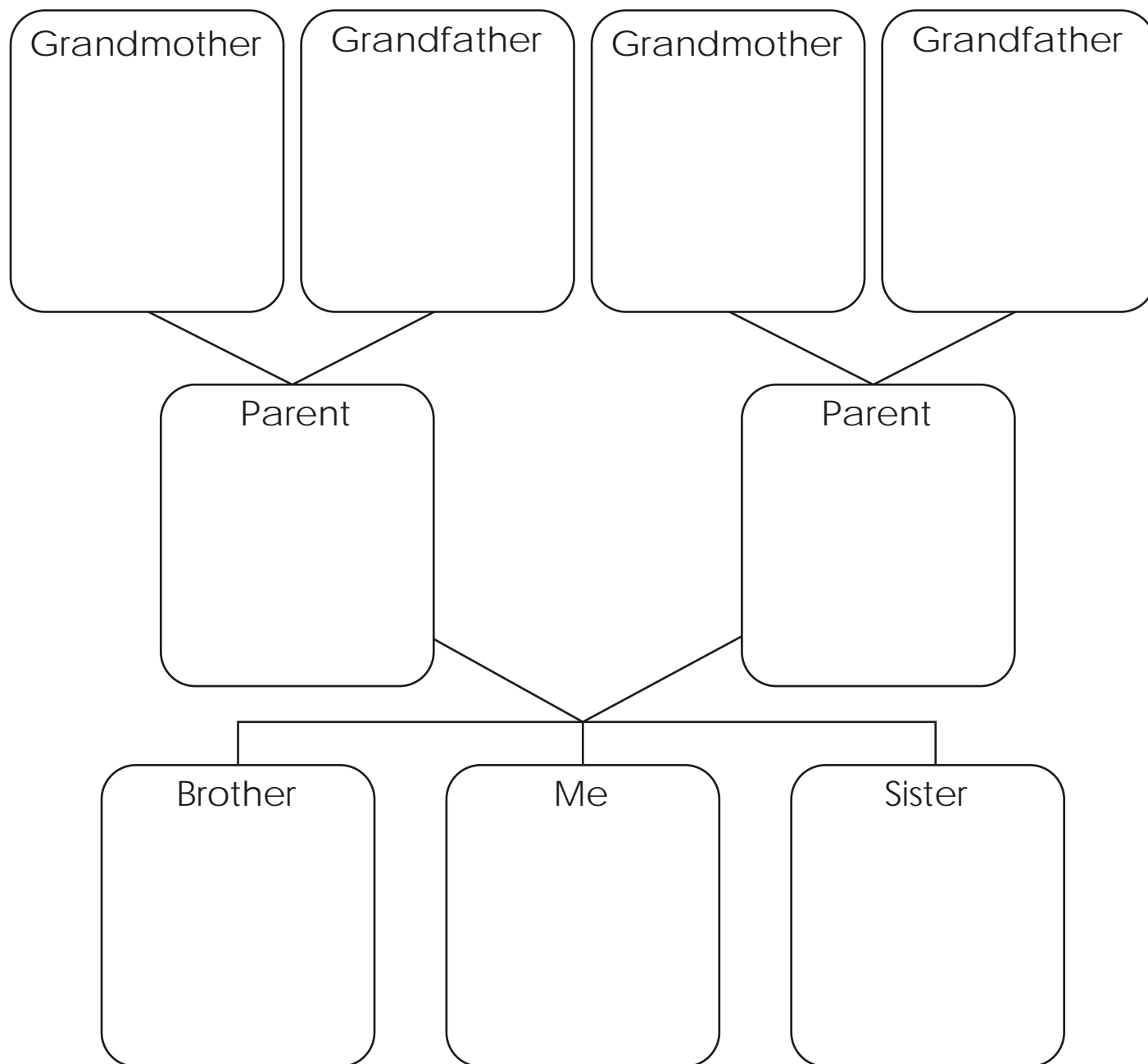
**Teacher's note**

Children write about their family – who is in their family, where they live, what they like to do together. Then they draw a picture of their family.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Family tree

- Think about your grandparents, your parents and your brothers and sisters.
- Draw pictures and record the names of people in your family to create a family tree.



**Main teaching focus**

Oral language development: My family theme – creating a family tree

**Other teaching focus**

Comprehension: Linking text to personal experiences; text-to-self connections

**Teacher's note**

Children draw and record the names of people in their family to create a family tree.

# To the Rescue!

Level 22 Non-fiction Word count: 710 Text type: informational



**Extending vocabulary:** community, during, happen, important, sense, service, shelter, travel

**Programme links:** *To the Rescue* E-Book, *Chief of the Fire Station* (fiction)

**Curriculum links:** community, transport

**Text summary:** Learn about the police, firefighters and paramedics who help rescue people. Find out how they help and rescue people when they are sick or lost, when they are in hard to reach places and after natural disasters.

## Getting started

- Brainstorm people who help us. Ask, *Which people in the community help us? What do police, firefighters and paramedics do?* Talk about how they might help us in an emergency.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the story will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and cover pictures help us make predictions. Encourage children to look at the titles on the Table of Contents page. Ask them to make predictions based on the titles.
- Ask children to share their prior knowledge. Ask, *What do you know about police, firefighters and paramedics? What is done when people need to help or rescuing?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.
  - page 3: Ask, *After looking at the Table of Contents page, what do you think we will read about?*
  - pages 4–5: Ask, *Who can help us in our community? How do these groups help the community to be safe and help when people are sick or hurt? How do the police help the community?*
  - pages 6–7: Ask, *What are people in the fire station called? How do they rescue people who are in danger? How do paramedics help people who are sick or hurt?*
  - Pages 8–9: Ask, *Do people sometimes become ill, hurt or lost in places that are hard to reach?*
  - pages 10–11: Ask, *Can natural disasters make places hard to reach? Are there people who are trained to help in these hard-to-reach places?*
  - pages 12–13: Ask, *How might a natural disaster leave people hurt or trapped without food and clean water? Who does the Red Cross help? Why might they need to bring supplies like food and clothes to people?*
  - pages 14–15: Ask, *Would the fire department have trouble getting a fire engine to the fire if it started in the middle of a forest? What could they use helicopters or planes for?*
  - pages 16–17: Ask, *Do people sometimes get sick when they are a long way from the hospital? Why might a doctor have to come to them? Why might a doctor arrive in a helicopter or a plane?*

pages 18–19: Ask, *What happens when people get lost in a forest or out at sea? How would special search and rescue teams help people and bring them to a safe place?*

pages 20–21: Ask, *Why would search and rescue teams often use helicopters? How might search and rescue teams help the people in trouble when they are found?*

pages 22–23: Ask, *Can search and rescue teams use dogs to help rescue people? What are the dogs trained to do?*

page 24: Ask, *What could we use the glossary for?*

## Reading the text

- Predicting:** Ask children to look at the text and predict what they think it might be about.
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data.
- Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas and supporting details in the text?*
- Discuss how this text is a non-fiction informational text. Talk about the structure of the text and discuss how it is organised into chapters and paragraphs.
- Talk about the author's purpose for writing the text – to inform.
- Ask inferential questions such as: *Why do people who work in special search and rescue teams have a very important job? How can natural disasters leave people hurt or trapped without food and clean water?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers form understandings. Choose from the following activities.

### Comprehension

- *Recall*: Ask children to recall the events from the text. Talk about the police, the fire service and the ambulance service and how they help people who are sick or hurt. Ask, *In what ways do they help keep us safe?* Talk about the types of transport these people use when helping and rescuing people. Write the words ‘ambulance’, ‘fire engine’, ‘helicopter’ and ‘plane’ each at the top of a piece of paper. Ask children to record facts about how these vehicles are used to help rescue people. Get children to complete **PW 55**.
- *Inferring*: Talk about the different people who can help and rescue us. Ask children to recall the jobs and responsibilities. Also talk about the types of transport that can be used. Ask, *In what ways can people who are lost or hurt be helped?* Play a guessing game with children. Read ‘clues’ from the text and have them guess which person or vehicle you are thinking of. For example, for a police officer, you could say, ‘They help by making sure people follow laws or rules and are safe. They also help catch people who break the law’. Get children to complete **PW 56**.
- *Answering questions*: On strips of paper, write literal and inferential questions, such as, *What does a paramedic do? How might a flood leave people trapped without food and clean water?* Discuss how the answers to some questions can be found in the text and some questions need to be answered by thinking about the text. Have each child take a question strip and answer the question.

### Graphophonics

- Find the word ‘supplies’ and discuss how it is the plural for the word ‘supply’. Write ‘supply’ and ‘supplies’ on the board and talk about how the ‘y’ is changed to an ‘i’ and ‘es’ is added to change the word from singular to plural. Find other words in the text that follow this pattern.
- Discuss the word ‘start’ and the vowel before ‘r’ – ‘ar’. Model the sound these letters make together. Brainstorm and record other words that contain ‘ar’.
- Find ‘earthquake’ and discuss the ‘qu’ digraph. Talk about the sound these letters make when sounded together. Ask children to think of other words that contain ‘qu’, such as ‘queen’, ‘quick’ and ‘quiet’.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how readers need to understand word meanings in order to fully comprehend a text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Discuss the following vocabulary: ‘community’, ‘during’, ‘happen’, ‘important’, ‘sense’, ‘service’, ‘shelter’, ‘travel’.
- Ask children to say/write the words in a sentence to show their understanding of the meaning.
- Provide children with blank cards. Have them write a vocabulary word on each card and the definition of each

word on a card. Mix up the cards and ask children to match the words with the definitions.

- Discuss synonyms and antonyms for each word.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Identify the phrase ‘making sure people follow laws or rules’. Talk about the meaning of the word ‘follow’ in this context. Discuss how if you follow a law or rule, it means you are doing the right thing or what you are meant to do.
- Identify the phrase ‘break the law’. Discuss the meaning of ‘break’ in this context. Talk about how it means you are not doing the right thing or what the law says you are to do.
- Talk about the sentence ‘Rain can cause floods that wash away roads or cover them in mud’. Discuss the cause and effect in this sentence. Ask, *What causes the floods? What is the effect of the floods? What are the two things that can happen because of the floods?*

### 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. Discuss how we can find the meaning of these words in the glossary. Get children to complete **PW 57**.
- *Text types – informational*: Talk about how this is a non-fiction text that provides information on how people who are hurt or sick can be rescued.
- *Headings*: Ask children to identify the headings in the text. Discuss how the headings help readers to understand what will be on each page.
- *Table of Contents*: Ask children to look at the Table of Contents on page 3. Model how readers can use the Table of Contents to locate specific chapters or topics in the text.

### Writing

- Ask children to imagine a search and rescue situation. Have them think about who was involved, where it happened, how the sick or hurt people were rescued and what transport was used. Get them to write a newspaper article about the rescue.

### ► English Language Learners

- As a group, recall the types of rescue transport shown in the text. Encourage children to look at pictures of these vehicles online. As a group, name the different parts of the vehicles. Discuss how they can be used in different situations. Ask children to select two types of rescue transport to compare and contrast. Encourage them to record how they are similar and how they are different.





### ► Assessment

- PWs completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 46 could be kept in the child’s portfolio
- Complete Running Record (page 309)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Rescue transport

- Recall facts about how ambulances, fire engines, planes and helicopters can be used in a rescue.
- Record the facts in the boxes.

<p>Ambulance</p> 	<p>Fire engine</p> 
<p>Helicopter</p> 	<p>Plane</p> 

**Main teaching focus**

*Comprehension:* Recalling events from the text

**Other teaching focus**

*Comprehension:* Summarising

**Teacher's note**

Children recall facts about how ambulances, fire engines, helicopters and planes can be used during special rescues.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Use the clues!

- Read the clues and match them with a word from the box.
- Draw a picture to match the clues, too.

ambulance	fire engine	helicopter	police officer
firefighter	paramedic	plane	special rescue dog

I help people in the community. I help by making sure people follow laws or rules and are safe. Who am I?	I help people who are sick or hurt. I can take them to the hospital in an ambulance so they can get the care they need. Who am I?
Sick or hurt people ride in me to the hospital so they can get the care they need. Paramedics work in me. What am I?	I help rescue people who are in danger. I am in the fire service. I help to put out fires. Who am I?
Search and rescue teams often use me to fly over cliffs, forests, water and deserts. When people in trouble are found, they can be lifted up into me. What am I?	People in the fire service ride in me. I take firefighters to fires. Firefighters ride in me when they go to rescue people who are in danger. What am I?
I can fly out to the fire when the fire service has trouble getting a fire engine to the fire. I can be loaded up with water at the airport. I then carry water to the fire and drop the water onto it. What am I?	I work with special search and rescue teams to help rescue people. I can be trained to find people. I use my sense of smell to find or follow a person. What am I?

**Main teaching focus**

Comprehension: Inferring using clues from the text.

**Other teaching focus**

Comprehension: Recalling events from the text; visualising

**Teacher's note**

Children read the clues and answer the Who am I?/What am I? questions by matching a word from the box. Then they draw a picture to match the clues.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Glossary match

- Draw a line to match the words with the pictures.
- Write the words at the bottom of the page in a sentence.

ambulance

helicopter

community

shelter

paramedics

supplies

earthquake

rescue

flood



shelter: \_\_\_\_\_

paramedics: \_\_\_\_\_

supplies: \_\_\_\_\_

**Main teaching focus**

*Vocabulary:* Understanding word meanings

**Other teaching focus**

*Text conventions:* Text emphasis/italic font

**Teacher's note**

Children draw a line to link the vocabulary to the matching picture. Then they write the words at the bottom of the page in sentences.

# Healthy Habits

Level 22

Non-fiction

Word count: 692

Text type: Informational



**Extending vocabulary:** amazing, bones, chew, choose, each, enjoy, happier, minutes, protect, relax, salt, seem, sugar, sure, unhappy, wrong

**Programme link:** *Princess Is Tired* (fiction)

**Curriculum links:** physically active, science/health and well-being

**Story summary:** Find out about ways to care for your body. Learn about healthy eating and the foods you should eat to help you grow. Find out about other healthy things you need to do, such as drinking water, brushing your teeth, getting enough sleep, exercising, being smart in the sun, washing your hands and relaxing.

## Tuning in

- Talk about the meaning of 'habits'. Ask, *What is a habit? What habits do you have?* Discuss why habits can be good or bad.
- Ask, *What does it mean to be healthy?* Have children think about the ways that they are healthy.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and cover pictures help us make predictions.
- Ask children to share their prior knowledge. Ask, *What is a habit? What do you know about being healthy? Why do you think it is important to have healthy habits?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text? What knowledge of the world do you have that links with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *What things can your body do? Why is your body like a machine? Why do you need to care for your body if you want it to work well?*

pages 6–7: Ask, *What type of food should you eat to help you grow and keep your body strong? What food groups should you choose foods from? Why shouldn't you eat foods that have a lot of sugar or salt in them?*

pages 8–9: Ask, *When should you drink water? What might happen if you don't drink enough water? Why should you drink lots of water on hot days and when you are running around?*

pages 10–11: Ask, *Why are healthy teeth important? How do you take care of your teeth? Why should you limit the amount of sugary foods and drinks you have?*

pages 12–13: Ask, *How does sleep help you stay healthy? Why do you think children need 9 to 12 hours of sleep every night?*

pages 14–15: Ask, *How does exercise help you be healthy? How long should you exercise every day?*

pages 16–17: Ask, *Why should you protect your skin if you are*

*out in the sun? How do you stay healthy in the sun? What things can you do to protect yourself from the sun?*

pages 18–19: Ask, *How can washing your hands keep you from getting sick? When should you wash your hands? What is the best way to wash your hands?*

pages 20–21: Ask, *Are you very busy sometimes? Why should you make time to do something you enjoy every day?*

page 24: Ask, *What could you use this glossary for?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), have children ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas in the text?*
- Ask inferential questions such as: *How might you feel if you don't eat healthy foods from each of the food groups? Why might someone find it hard to fall asleep? What other types of exercise can you think of?*

## After reading

Focus on developing reading strategies that support children in

gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings.

Choose from the following activities.

### Comprehension

- **Bundling:** Talk about how the text is written into chapters. Discuss how the headings help readers to know what they will be reading about. Have children identify the title 'Drink Water'. Ask, *What did we read about in this part of the text?* Talk about how all the sentences under this heading relate to this topic. Write each of these headings at the top of sheets of paper: 'Healthy Eating', 'Drink Water' and 'Caring for Your Teeth'. Have children record facts under each title. Have children complete **PW 58**.
- **Synthesizing:** Have children discuss what the text taught them about healthy eating. Ask, *What type of foods should we be eating? What are the food groups that we should choose foods from? What foods belong in each of these groups? What type of foods should we avoid?* Have children consider the meals they eat in a day. Ask, *What healthy foods could you eat for breakfast, lunch and dinner?* Have children complete **PW 59**.

### Phonological awareness/Graphophonics

- Discuss the vowel digraph 'oo' in 'food'. Talk about the sound these letters make in this word. Have children find 'group' and identify the 'ou' digraph. Talk about how the same sound is made with different letters. Encourage children to brainstorm and record words that contain 'oo' and 'ou'.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Identify 'amazing' and discuss how it refers to something that causes great surprise or wonder. Have children share things that they think are amazing.
- Talk about 'bones' and how they are the parts of your skeleton in your body. Have children see if they can feel any of the bones in their bodies. Ask, *Are your bones hard or soft?*
- Talk about 'choose' and how it refers to picking something from a group. Have children think of a time they have been able to 'choose' something.
- Find 'enjoy' and discuss how it refers to finding pleasure or joy in something. Ask children to think of things they enjoy.
- Talk about 'minutes' and how it means more than one minute. Discuss how a minute is equal to sixty seconds. Have children time one minute. Ask, *How would you time three minutes?*
- Find 'protect' and discuss how it refers to keeping something safe. Explain that if you protect something you shield it from harm. Have children think of things that might need protecting.
- Talk about how 'salt' is a white substance that is used for

preserving and seasoning foods. Ask children to think of where they have seen salt.

- Identify 'seem'. Discuss how it refers to how something appears to be. Ask, *What would it mean if you seemed happy?*
- Find 'sugar' and discuss how it refers to a sweet substance in crystal form that mainly comes from sugar cane. Discuss how sugar is used to flavor and preserve foods. Ask, *How does something with sugar in it taste?*
- Talk about 'sure' and how it means certain. Have children talk about things they are sure of.
- Discuss 'unhappy' and how it means to be sad or not glad. Have children share something that has made them unhappy.
- Identify 'wrong' and discuss how it refers to something being not true or good. Ask, *What happens if you don't get a question right?*

### Combining vocabulary for better understanding

- Discuss interesting phrases in the text. Talk about how readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the phrase 'if you want your body to work well'. Discuss what it would mean if your body works well. Ask, *What things would you be able to do if your body works well?*
- Discuss the sentence 'When you wash your hands, use soap and rub them together really well for at least 20 seconds'. Have children identify all the things they need to do when washing their hands. Encourage children to roleplay washing their hands, showing all the things described in the sentence.

### Text conventions

- **Text emphasis/italic font:** Talk about how some words in the text are shown in italics. Discuss how these are the words that can be found in the glossary.
- **Commas:** As a group, discuss commas and have children identify the commas in the text. Model how readers pause at commas.

### Writing

- Have children reflect on the healthy habits they have had in the last day. Ask them to think about their food and water, sleep, exercise, teeth brushing, relaxation, hand washing and how they've been sun smart. Have them complete **PW 60**, recording a journal entry about their healthy habits.

### ► English Language Learners

- Discuss the importance of well-being. Talk about how relaxing is important for our well-being. Recall the relaxation activities that were discussed in the text. Ask, *What do you like to do to relax?* As a group, brainstorm and record a list of relaxation activities.

### ► 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 be kept in the child's portfolio.
- Complete Running Record (page 310)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Bundling

**You will need:** a sheet of paper, scissors, glue

- Across the top of the sheet of paper, write the titles 'Healthy Eating', 'Sleep', 'Exercise' and 'Drink Water'.
- Cut out and read the sentences. Paste them under their matching title on the sheet of paper.

Your body needs water. You should drink water every day.	Healthy food can help you grow and keep your body strong.
Getting enough sleep helps you learn and makes you feel happier.	You should try to exercise for at least one hour every day.
You can get exercise playing sports or walking a dog. You can also get exercise walking to school or riding your bike.	Most children should try to get between 9 and 12 hours of sleep every night.
Try to eat lots of different foods so that your body gets what it needs to stay healthy.	If you don't drink enough water, it can be harder to think. You can start to feel grumpy or unhappy.
Moving your body helps you stay strong and keeps your heart healthy. It can help you feel happier, too.	Try not to eat foods that have a lot of sugar or salt in them.

### Main teaching focus

*Comprehension:* Identifying the main idea; bundling and grouping together sentences

### Other teaching focus

*Comprehension:* Understanding features of paragraphs

### Teacher's note

Children write 'Healthy Eating', 'Sleep', 'Exercise' and 'Drink Water' at the top of a sheet of paper. They read and cut out the sentences. Then they paste them under the appropriate heading on the paper.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Healthy menu

You will need: coloured pencils

- Think of a healthy menu. Make sure you include foods from each food group.
- Write what you would eat for breakfast, lunch, dinner and snacks.
- Draw a picture of your food.

Breakfast	Lunch
Dinner	Snacks
Pictures	

**Main teaching focus**

*Comprehension:* Synthesizing – combining information from the text with your own knowledge

**Other teaching focus**

*Comprehension:* Recalling information from the text

**Teacher's note**

Children write a healthy menu for breakfast, lunch, dinner and snacks using foods from each of the food groups. Then they draw a picture of their menu.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Healthy journal entry

- Write a journal entry about your healthy habits in one day.
- Write information about each of these topics.

Day: _____	Date: _____	Day: _____	Date: _____
<p>These were my healthy habits today.</p>		<p>Sleep</p> <p>_____</p> <p>_____</p>	
<p>Healthy Eating</p> <p>_____</p> <p>_____</p>		<p>Exercise</p> <p>_____</p> <p>_____</p>	
<p>Drinking water</p> <p>_____</p> <p>_____</p>		<p>Washing my hands</p> <p>_____</p> <p>_____</p>	
<p>Caring for my teeth</p> <p>_____</p> <p>_____</p>		<p>Relaxing</p> <p>_____</p> <p>_____</p>	

**Main teaching focus**

Writing: Writing a journal entry

**Other teaching focus**

Comprehension: Recalling information from the text

**Teacher's note**

Children write a journal entry about their healthy habits in a day. They reflect and write about healthy eating, drinking water, caring for their teeth, sleep, exercise, washing their hands and relaxing.

# Morvena the Mermaid

Level 23 Fiction Word count: 829 Text type: Narrative



**Extending vocabulary:** comb, evening, flowed, grant, lapped, myth, sparkled, strolled, tide, tossing, village

**Programme links:** *Morvena the Mermaid* E-Book, *Boats* (non-fiction)

**Curriculum link:** myths and legends, community, environment

**Story summary:** A fisherman named Lutey helps a beautiful mermaid return to her home under the sea. In return, the mermaid grants Lutey three wishes. Lutey lives happily for nine years, but then his life changes again when he is taken by the mermaid to live under the sea.

## Getting started

- Discuss the difference between things that are real and those that are make-believe. Ask, *What things do you know of that are real or make-believe?*

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover illustration. Ask children to predict what the text will be about.
- Encourage children to share their prior knowledge relating to the text. Ask, *What do you know about mermaids? What have you seen at the seaside?*

- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustration as prompts. Ask, *How does this text link with your personal experiences?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.
  - pages 4–5: Ask, Why might there be a village by the sea? What time of day would Lutey stroll along the beach?*
  - pages 6–7: Ask, Who would be using a sad, sweet voice? Why would Lutey think someone was in danger?*
  - pages 8–9: Ask, Who had hair that flowed over her shoulders? How do tears make eyes sparkle? How would the silvery fish tail be sparkling? What had Lutey discovered?*
  - pages 10–11: Ask, Why do you think Lutey couldn't turn away from the mermaid? Why do you think Morvena was sitting on the rock? How do you think Morvena became stuck?*
  - pages 12–13: Ask, How would Lutey have put Morvena into the ocean? What do you think Morvena's sweet voice would sound like? What do you think will happen when Morvena grants the three wishes?*
  - pages 14–15: Ask, Why might Lutey have thought for a moment before he replied with his three wishes? What things do you think he might wish for?*
  - pages 16–17: Ask, Why do you think Morvena gave Lutey a comb? Why do you think Morvena changed her mind? Why might she want Lutey to live with her?*
  - pages 18–19: Ask, What part of Lutey is above the waves? What do you think makes Lutey decide to go back to his*

*family? Why do you think Morvena would have a strange smile on her face?*

*pages 20–21: Ask, What things might Lutey have been doing for nine years? What type of life do you think Lutey lives?*

*pages 22–23: Ask, What do you think happened when Lutey's boat was tossed up and down by a huge wave? Where do you think the mermaid is pulling Lutey?*

*page 24: Ask, What do you think happens every nine years? Where might they live happily ever after?*

## Reading the text

- Discuss how children might not be familiar with the names in the text. Talk about how they should use decoding strategies to read the names and then continue to read and focus on understanding the story.
- **Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about.
- Get children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using a tool such as a dictionary.
- **Visualising:** Discuss visualising and ask children to 'paint a picture' as they read to gain understanding.
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events?*
- Ask inferential questions such as: *Why was Lutey surprised to see the silvery fish tail? What should Morvena have done so that she didn't become stuck on the rock? Why do you think Lutey*



made those wishes? Why would someone from Lutey's family be lost at sea every nine years?

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Recall and inferring:* Ask, *Why did Morvena offer to grant Lutey three wishes?* Get children to discuss what most people would wish for if they could have anything they wanted. Give children three sheets of paper each and have them write/draw the three things that Lutey wished for. Ask, *What do these wishes tell us about the type of person Lutey is?* Get children to complete **PW 61**, recalling Lutey's wishes.
- *Sequencing:* Get children to recall the events of the story. Ask, *What happened in the beginning/middle/end?* Ask each child to draw a picture of a different event. Collect the drawings and then, as a group, sequence them in the same order as the text. Get children to complete **PW 62**, sequencing events.

### Graphophonics

- Find the words 'beneath' and 'head'. Discuss how the 'ea' digraph makes a different sound in these words. Ask children to find other 'ea' words in the text.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Identify 'comb' and discuss how you use a comb. Get children to role-play combing their hair.
- Discuss what time of day 'evening' refers to. Ask, *What other times of day are there?*
- Talk about 'flowed' and what happens when things flow. Ask, *Can you see anyone with flowing hair?*
- Discuss the meaning of 'grant'. Ask, *Can you think of a synonym for 'grant'?*
- Find 'lapped' and ask children to describe how the water would be moving.
- Discuss 'myth' and ask if it refers to something that is real or fiction. Ask, *What other myths do you know?*
- Talk about the meaning of 'sparkled'. Ask, *What things have you seen sparkle?*
- Find 'strolled' and get children to stroll around the room.
- Find 'tide' and discuss how the beach looks different when the tide is in or out.
- Discuss 'tossing' and ask children to show the movement of something being tossed up and down.

- Find 'village' and talk about what you might see in a village. Ask, *How would a village be similar to or different from a city or town?*
- *Paraphrasing:* On paper, copy the sentence: 'One summer evening, as they strolled along the beach, Lutey heard someone crying'. As a group, read the sentence, then chunk it into three phrases. Ask children to think of synonyms for words in each chunk and then rewrite the sentence using the synonyms; for example: 'Early one summer night, as they walked along the coast, Lutey heard someone weeping'. Emphasise that the sentence meaning is unchanged. Paraphrase other sentences.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how readers sometimes need to understand the meaning of words individually and then connect them with other words/phrases.
- Find the phrase 'underwater home beneath the sea'. Ask children to articulate what an 'underwater home' would be like and what 'beneath the sea' means.
- Talk about the phrase 'my children and my children's children'. Ask children to explain the meaning of 'my children's children'. Have them draw pictures similar to a family tree to show the meaning of this phrase.

### Text conventions

- *Table of Contents page:* Get children to use the Table of Contents to find different chapters.
- *Paragraphs:* Talk about how paragraphs are sentences that have been grouped together. Discuss how sentences in a paragraph relate to one main idea. Ask children to count the paragraphs in each chapter.

### Writing

- Talk about wishes. Ask, *When do people usually make wishes?* Talk about how people make birthday wishes, wishes at wishing wells or wishes on a shooting star. Discuss whether wishes can come true. Ask children to think of three things they would wish for. Get children to write about their three wishes on **PW 63**.

### ► English Language Learners

- Brainstorm and discuss other myths and magical creatures such as fairies, unicorns, gnomes, ogres, pixies and dragons. Collect pictures of magical creatures and encourage children to describe them. Get children to sort and categorise them based on their appearance, where they might live and what they can do.

### ► Assessment

- PWs 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 311)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Lutey's three wishes

- Write the three wishes that Lutey made in the thinking bubbles.
- Answer the question at the bottom of the page.



Why do you think Lutey wished for these things?

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**Main teaching focus**

*Comprehension:* Recalling events from the text.

**Other teaching focus**

*Comprehension:* Answering inferential questions.

**Teacher's note**

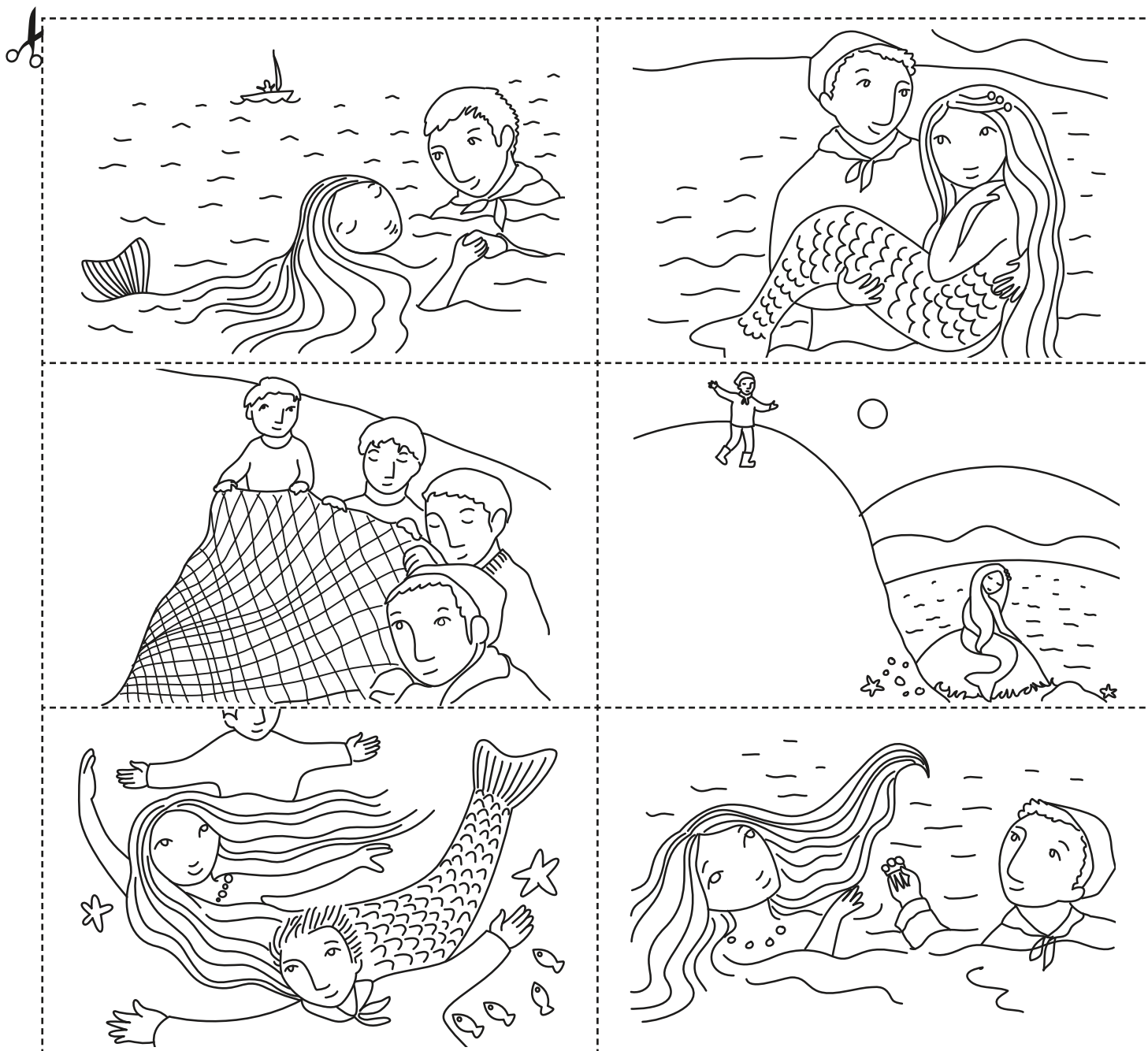
Children recall and record the three wishes that Lutey made. Then they answer the inferential question at the bottom of the page.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Sequencing

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

- Cut out the pictures and sequence them in the correct order.
- Paste them onto the strip of paper.
- Write sentences to explain the events of the story.



**Main teaching focus**

Comprehension: Sequencing events from the text.

**Other teaching focus**

Comprehension: Recalling events from the text; writing sentences to match pictures.

**Teacher's note**

Children cut out the pictures, sequence them in the correct order and paste them on the strip of paper. Then they write sentences about the events shown by the pictures.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# My three wishes



- Write about the three things you would wish for if a mermaid granted you three wishes.
- Explain why you would wish for these things.

My first wish is ...

I would wish for this because ...

My second wish is ...

I would wish for this because ...

My third wish is ...

I would wish for this because ...

**Main teaching focus**

*Writing:* Writing a text that provides arguments or reasons.

**Other teaching focus**

*Comprehension:* Programme links to personal experiences.

**Teacher's note**

Children think of and write their own three wishes. They explain why they would wish for those things.

# Training Pablo

Level 23 Fiction Word count: 881 Text type: Narrative



**Extending vocabulary:** beneath, chirping, fluttered, peered, perch, toss, tune

**Programme links:** *Training Pablo* E-Book, *Not All Birds Fly* (non-fiction)

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

**Story summary:** Colin is very excited when he gets a pet parakeet for his birthday. He names his bird Pablo and teaches him lots of tricks. One day, Pablo flies out the door and up to the top of a tree. Colin tries lot of things to get Pablo down. Finally, he whistles Pablo's favourite tune and Pablo flies down and perches on Colin's shoulder.

## Getting started

- Ask children to talk about their pets and how they take care of them. Ask, *Has anyone tried to train their pet?*

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover illustration. Ask children to predict what the text will be about. Ask, *Who do you think Pablo is?* Discuss how the title and illustration help us make predictions.
- Encourage children to share their prior knowledge relating to the text. Ask, *Have you ever trained a bird?*
- Get children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustration as prompts. Ask, *How does this text link with your personal experiences?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

*pages 4–5:* Ask, *What did Pablo get for his birthday? Why do you think the parakeet is flapping his wings when Pablo puts his finger into the cage?*

*pages 6–7:* Ask, *How do you think Colin talks to the bird? What does the parakeet do when Colin whistles a tune? What name do you think he gave the parakeet?*

*pages 8–9:* Ask, *What do you think Colin is reading about? Do you think Pablo loves to hear Colin whistle? Where does Pablo perch when he hears the little tune?*

*pages 10–11:* Ask, *What is Pablo taking a little bite of? Do you think Mum would be happy? Why do you think Colin is trying to teach Pablo to talk? When would Pablo be allowed to fly around the house?*

*pages 12–13:* Ask, *What games do you think Pablo learned? Why would Pablo be the perfect pet parakeet?*

*pages 14–15:* Ask, *What happened when Colin opened the door? Where do you think Pablo would fly?*

*pages 16–17:* Ask, *Why do you think Colin is worried? How could he get Pablo out of the tree? Why might Pablo think this is a game?*

*pages 18–19:* Ask, *Why would they have got a bowl of Pablo's favourite food? Has Pablo come down to eat some of the yummy seed?*

*pages 20–21:* Ask, *What else might make Pablo fly down? Why have they added some apples to the bowl?*

*pages 22–23:* Ask, *What do you think Colin is thinking? Why would Colin be whistling to Pablo? What is Pablo doing when he hears his favourite tune?*

*page 24:* Ask, *Why did Colin have the biggest scare ever? What do you think Pablo said?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about.
- Get children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using a tool such as a dictionary.
- **Visualising:** Discuss visualising and ask children to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events?*
- Ask inferential questions such as: *Why do you think the bird liked it when Colin whistled? Why was Pablo only allowed to fly around the house when the windows and doors were shut? What other things could they have done to get Pablo down from the tree?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- **Crossword:** Ask children questions about the text. For example: *What colour was Pablo? What did Mum stand on to try to get Pablo out of the tree?* If children are unsure of the answers, encourage them to go back and re-read the text to find the answer. Discuss with children how to complete crossword puzzles. Explain the difference between ‘across’ words and ‘down’ words. Get children to complete the crossword on **PW 64**.
- **Sequencing:** As a group, talk about the events in the story. Ask, *What happened in the beginning/middle/end of the story?* On the board, list the things that happened in the text. Draw an arrow pointing from one event to the next to show the progression of events. Get children to complete **PW 65**, recalling events from the story’s beginning/middle/end.

### Graphophonics

- Find ‘carefully’ and discuss the ‘ly’ suffix. Talk about how an ‘ly’ ending means the word is telling us how something is being done. Ask children to find other words in the text that end in ‘ly’. As a group, brainstorm and record other ‘ly’ words. Get children to complete work on the ‘ly’ suffix on **PW 66**.
- Discuss how ‘kept’ is the past tense of ‘keep’. Talk about how past tense words usually have ‘ed’ at the end, but this word has a ‘t’. Ask children to brainstorm other past tense words that end in ‘t’, such as ‘slept’.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Identify ‘beneath’ and talk about how it means ‘under’.
- Discuss how ‘chirping’ refers to the sound a bird makes. Ask children to make a chirping sound. Discuss words such as ‘tweeting’, ‘squawking’ and ‘whistling’.
- Talk about how ‘fluttered’ means the bird is flapping its wings or flying. Discuss how birds move their wings quickly when they are fluttering.
- Discuss the meaning of ‘peered’. Ask children to peer at things around the room.
- Talk about how ‘perch’ means ‘resting’ or ‘sitting on’. Discuss how the bird had settled on Colin’s shoulder. Talk about how ‘perch’ can also refer to the place where something is resting or sitting.
- Identify ‘toss’ and talk about how it means to throw or chuck. Give children beanbags to toss into a bucket.

- Talk about how ‘tune’ refers to a melody or a song. Ask children to guess a tune that you hum.
- **Synonyms:** Discuss how synonyms are words that have a similar meaning. Find ‘little’ in the text and ask children to think of synonyms, such as ‘small’ and ‘tiny’. On paper, list words from the text such as ‘beneath’, ‘peered’ and ‘yummy’. Ask children to brainstorm and record synonyms for these words.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Find the sentence ‘Then he would toss them over, looking down to see where they had landed’. Get children to describe how Pablo tossed the coins and what he would do after he threw them. Discuss the meaning of ‘where they had landed’. Ask, *Where does Pablo look?*
- Talk about the phrases ‘push the beads along, one by one’. Ask children to talk about how Pablo would push the beads along. Encourage children to role-play how he might move them with his beak. Discuss how ‘one by one’ means he moved the beads one at a time.
- Discuss the meaning of the words ‘heart racing’. Talk about how ‘racing’ would refer to Colin’s heart beating very fast. Encourage children to hold their hands on their chests to see if they can feel their heart beating.

### Text conventions

- **Speech marks:** Discuss speech marks. Explain that text between speech marks is what a character says. Ask children to identify speech marks in the text.
- **Paragraphs:** Discuss how sentences can be grouped together to make paragraphs. Talk about how sentences in a paragraph are about a similar topic. Ask children to identify paragraphs.

### Writing

- Talk about the things Colin did to take care of his pet parakeet. Brainstorm how owners would take care of and train a pet parakeet. Ask children to write a text explaining how to take care of parakeets, including paragraphs on feeding, training and providing a safe environment.

### ► English Language Learners

- Collect pictures of different birds, including parakeets. Ask children to identify and discuss the different parts of the birds, such as feathers, beak, wings, tail and body. Provide children with craft materials such as cardboard, paint, feathers, string and material. Get children to design and make birds using the materials. Support and enhance children’s language development during the activity.

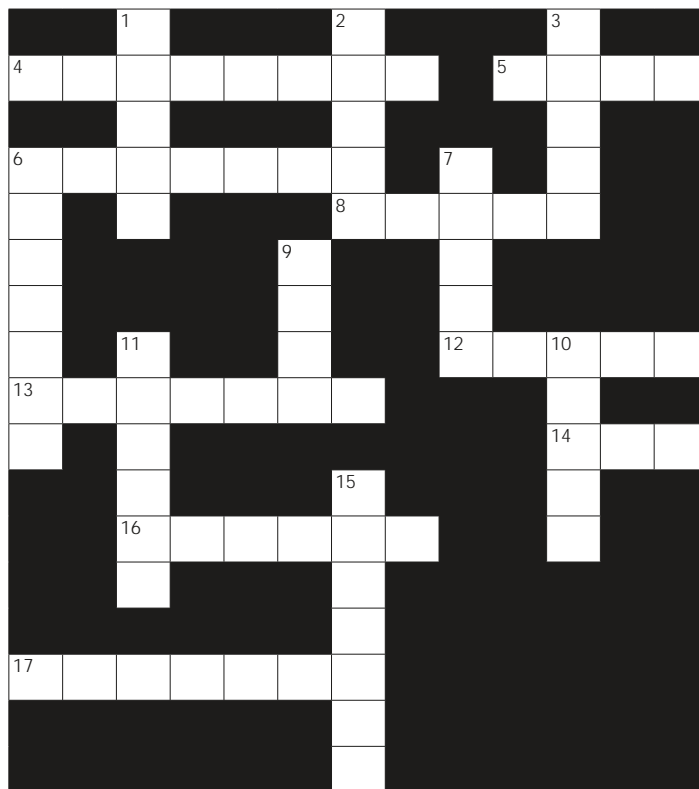
### ► Assessment

- PWs 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 312)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Crossword

- Answer the 'Across' questions horizontally in the crossword.
- Answer the 'Down' questions vertically in the crossword.



## Across

- 4 Colin got Pablo as a \_\_\_\_\_ present.
- 5 What did Pablo fly out of one day?
- 6 What would Colin do to get Pablo to perch on his shoulder?
- 8 What was Pablo's favourite food?
- 12 "Oh, no!" cried Colin, his \_\_\_\_\_ racing.
- 13 How did Colin feel when Pablo was in the tree?
- 14 Pablo was the perfect \_\_\_\_\_ parakeet!
- 16 What did Pablo eat off Colin's plate?
- 17 Pablo was the \_\_\_\_\_ pet.

## Down

- 1 Colin started to \_\_\_\_\_ Pablo right away.
- 2 What did Pablo like to play?
- 3 What did Pablo learn to pick up and toss?
- 6 Pablo was only allowed to fly around when the doors and \_\_\_\_\_ were shut.
- 7 Pablo liked to \_\_\_\_\_ on Colin's shoulder.
- 9 Pablo came down from the tree when Colin whistled his favourite \_\_\_\_\_.
- 10 "Pablo loves \_\_\_\_\_."
- 11 What did Pablo land on in the tree?
- 15 Pablo learned how to play with a bead \_\_\_\_\_.

### Main teaching focus

*Comprehension:* Answering literal and inferential questions; cloze without words given.

### Other teaching focus

*Comprehension:* Recalling events from the text.

### Teacher's note

Children answer the questions and record the 'across' and 'down' answers in the crossword.

Name: \_\_\_\_\_ Date: \_\_\_\_\_



# Beginning, middle, end

**You will need:** coloured pencils or crayons

- Write sentences in each box about the beginning, middle and end of the story.
- Draw pictures in the boxes.

Beginning	Middle	End

**Main teaching focus**

*Comprehension:* Sequencing events in the story;  
Summarising the main events.

**Other teaching focus**

*Comprehension:* Recalling events from the text.

**Teacher's note**

Children recall the main events that occurred in the beginning, middle and end of the story. They write sentences about the events in the appropriate column. Children can also draw pictures to show the events.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Adding the 'ly' suffix

- Add the 'ly' suffix to the end of each word.
- Write a definition for each word and then write a sentence using each word.

Add the 'ly' suffix	Definition	Sentence
quick _ _		
careful _ _		
loud _ _		
week _ _		
near _ _		
slow _ _		
quiet _ _		
sad _ _		

**Main teaching focus**  
Graphophonics: 'ly' suffix.

**Other teaching focus**  
Vocabulary: Word meanings.

**Teacher's note**  
Children add the 'ly' suffix to the end of each word. They write a definition explaining the meaning of the 'ly' word. Children then write a sentence using the word.

# Mrs Magee's Unusual Plants



Level 23 Fiction Word count: 923 Text type: narrative, realistic fiction

**Extending vocabulary:** backyard, fence, greenhouse, insect, pitcher plant, unusual, Venus flytrap, wheelchair, wooden

**Programme links:** *Mrs Magee's Unusual Plants E-Book, Meat-Eating Plants* (non-fiction)

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

**Text summary:** Olivia and Aiden live next door to a scary house that has strange lights in the yard at night. One day, their ball goes over the fence so Mum, Olivia and Aiden go next door to get it back. They meet Mrs Magee and she shows them her greenhouse and her unusual plants.

## Getting started

- Talk about plants. Ask, *What different plants do you know of?* Get children to name as many types of plants that they can think of in thirty seconds. Discuss how plants can be classified into different groups, such as trees, flowers or bushes.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the story will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and cover pictures help us make predictions. Encourage children to look at the chapter titles on the Table of Contents page. Ask them to make predictions based on the chapter titles.
- Ask children to share their prior knowledge. Ask, *Have you ever seen a strange, scary house? What unusual plants do you know of?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.
  - page 3: Ask, *After looking at the Table of Contents page, what do you think we will read about?*
  - pages 4–5: Ask, *Where has Aiden's new ball gone? What do Aiden and Olivia see when they peer over the old wooden fence? Why don't they want to climb over the fence to get it? What do they think is strange about the house?*
  - pages 6–7: Ask, *Why is Olivia angry? How will Mum help Olivia feel better? Should they go next door and ask if they can get the ball? Does Mum think the house is scary or that Olivia and Aiden are being silly?*
  - Pages 8–9: Ask, *Where have Mum, Olivia and Aiden walked? Where are the tall weeds? Why might there be paint coming off the sides of the house? Who rang the bell? Where are Olivia and Aiden hiding? Why do you think there was no answer?*
  - pages 10–11: Ask, *Why do you think Olivia and Aiden gasped as the big wooden door opened? Why is Mum introducing them? Who do Olivia and Aiden see when they peer out from behind Mum? What do you think Mum is asking?*
  - pages 12–13: Ask, *Does Mrs Magee mind if they get the ball?*

*Why do you think Mrs Magee's backyard is a mess? What building does Aiden see off the back of the house?*

pages 14–15: Ask, *Why do you think Aiden asked Mrs Magee about the building in the backyard? How do you think they feel when Mrs Magee says it's her greenhouse where she keeps her hungry little friends? What type of plants would Mrs Magee keep in her greenhouse? How do the special plants eat insects?*

pages 16–17: Ask, *Why do you think the greenhouse is attached to the side of the house? How would it make it easier for Mrs Magee to get in and out with her wheelchair?*

pages 18–19: Ask, *What can they see inside the greenhouse? Would it be easier for Mrs Magee to do gardening in the greenhouse rather than digging in the garden? Why do you think she started collecting these unusual plants?*

pages 20–21: Ask, *What plant is Mrs Magee showing the children? How do you think the Venus flytrap catches flies? How do you think the pitcher plant catches insects?*

Pages 22–23: Ask, *Do you think the children find the plants interesting? Would Mrs Magee get many visitors these days? Why do you think Mrs Magee is letting Olivia and Aiden take a plant home? Why would they be happy they met Mrs Magee? Why are they saying thank you to Mrs Magee?*

Page 24: Ask, *Why do you think they want to give Mrs Magee some plums out of their garden? Would Mrs Magee like that? Do you think they will help Mrs Magee in her yard and greenhouse?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.

- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events?*
- Discuss how this text is fiction. Talk about the structure of the narrative and ask children to identify the orientation, complication and resolution.
- Talk about the author's purpose for writing the text – to entertain.
- Ask inferential questions such as: *What would have been causing the spooky green glow in the backyard at night? Why were Olivia and Aiden hiding behind Mum when she rang the bell? Why are the plants only dangerous for insects?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- **Recall:** Talk about the events of the story. Ask, *What happened in the beginning/middle/end of the story?* Encourage children to recall and sequence the events in each chapter. Draw six boxes on a large sheet of paper and draw arrows pointing from one box to the next, so that it looks like a flow chart. As a group, ask children to record events in the boxes to retell the main parts of the story. Get children to complete **PW 67**.
- **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?* Write sentences about things that happened in the story and things that didn't. Ask children to decide whether the statement is true or false and write 'True' or 'False' after the sentences. Get children to complete **PW 68**.
- **Predicting:** Ask children to think about what might happen after the events of the story. Ask, *Do you think Olivia and Aiden will be afraid to visit Mrs Magee next time? What do you predict Olivia and Aiden will do with Mrs Magee next? Get them to write about their predictions.*

### Graphophonics

- Find the word 'pitcher' and discuss the three-letter consonant blend 'tch'. Model the sound these letters make when read together. Brainstorm and record other words that contain 'tch', such as 'witch' and 'hutch'.
- Ask children to find 'climb' in the text. Identify the 'b' at the end of the word and discuss how it is a silent letter. Brainstorm and record other words that end with silent 'b', such as 'comb'.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how readers need to understand word meanings in order to fully comprehend a text. Encourage

children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Discuss the following vocabulary: 'backyard', 'fence', 'greenhouse', 'insect', 'pitcher plant', 'unusual', 'Venus flytrap', 'wheelchair', 'wooden'. Get children to complete **PW 69**.

- Ask children to say/write the words in a sentence to show their understanding of the meaning.
- Discuss synonyms and antonyms for each word. For example, ask, *What is a word that has a similar meaning to 'backyard'? What is a word that means the opposite of 'unusual'?*
- Ask children to locate the vocabulary words in the text. Encourage them to use the content of the sentence to explain the meaning of the word.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Identify the phrase 'eyes wide open in surprise'. Discuss what their eyes would look like. Ask, *Why would your eyes be wide open when you are surprised?*
- Discuss the sentence 'It catches insects swimming in the water inside its leaves'. Talk about what the word 'it' refers to. Discuss how readers need to connect to the previous sentence to identify that 'it' refers to a pitcher plant. Ask, *How does it catch insects? Where does it hold water?*

### Text conventions

- **Sentence features:** Discuss how sentences begin with a capital letter and end with a full stop, exclamation point or question mark.
- **Commas:** As a group, discuss commas and ask children to identify the commas in the text. Model how readers should pause at a comma.
- **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.

### Writing

- Ask children to talk about how Olivia and Aiden could help Mrs Magee. Discuss how her garden was a mess and there was paint peeling off the house. Ask, *What things could Olivia and Aiden do to be a kind helpful neighbour to Mrs Magee?* Ask children to write about what Olivia and Aiden should do.

### ► English Language Learners

- Talk about plants and how gardeners plant and look after the plants in their garden. Discuss how gardeners look after plants and what plants need to grow – soil, sunlight and water. Ask children to look at pictures of gardeners online and have them identify what they see in the pictures.

### ► Assessment

- PWs 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 313)

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.
- Write the words at the bottom of the page in a sentence.

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

**Main teaching focus**

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

**Other teaching focus**

*Comprehension:* Sequencing 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. Then they draw pictures in the boxes to match the sentences.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# True or false

- Read each sentence.
- If it is correct, circle 'True'. If it is incorrect, circle 'False'.

There was a spooky, green glow in Mrs Magee's backyard at night.	True	False
Mum said that Mrs Magee's house was scary.	True	False
There were no tall weeds in Mrs Magee's yard.	True	False
Mrs Magee's plants eat insects.	True	False
The greenhouse is attached to the side of the house.	True	False
Inside the greenhouse there were lots of long tables covered with pots of all shapes and sizes.	True	False
Mrs Magee keeps her plants in pots in the greenhouse.	True	False
Olivia and Aiden didn't take a plant from Mrs Magee.	True	False
Olivia, Aiden and Mum will give Mrs Magee some apples from their garden.	True	False
They will not help Mrs Magee in her yard and greenhouse.	True	False

### Main teaching focus

*Comprehension:* Recalling information to answer true/false questions.

### Other teaching focus

*Comprehension:* Linking information across sentences and paragraphs.





### Teacher's note





Children read each sentence about the story. If the statement is correct, they circle 'True'. If the statement is incorrect, they circle 'False'.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Vocabulary word search

- Label the pictures with words from the text. The first letter of each word has been given to you!
- Find the words in the word search.

	b _ _ _ _ _
	f _ _ _ _
	g _ _ _ _ _ _
	i _ _ _ _

	p _ _ _ _ _ p _ _ _ _
	v _ _ _ _ f _ _ _ _ _
	w _ _ _ _ _ _ _
	w _ _ _ _

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

**Main teaching focus**

Vocabulary: Understanding word meanings.

**Other teaching focus**

Spelling: Identifying spelling patterns in new words.

**Teacher's note**

Children write words from the text to match the given pictures. Words need to begin with the given letter and have the correct number of letters. Children then find the words in the word search.

# Team Spirit

Level 23 Fiction Word count: 882 Text type: narrative



**Extending vocabulary:** amaze, chance, complain, dribble, football pitch, gaze, goal, goalkeeper, guests, losing, match, referee, score, skills, soar, striker, teammate

**Programme links:** *Team Spirit* E-Book, *All About Muscles* (non-fiction)

**Curriculum links:** me/family, community, physical activity

**Text summary:** Lily plays football for the Striking Stars. But the team is not trying when they play and they always lose their matches. Lily surprised her teammates by arranging for players from Purple Storm and the Strikers to come and train with her team. At their next match, the players try hard, have fun and nearly win the match.

## Getting started

- Talk about team sports. Ask, *What sports do you play as a team?* Make a list of team sports such as football, basketball and baseball. Discuss what it means to be part of a team.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the story will be about. Ask, *Do you think it will be a fiction or non-fiction text? What does 'team spirit' mean?* Discuss how the title and cover pictures help us make predictions. Encourage children to look at the chapter titles on the Table of Contents page. Ask them to make predictions based on the chapter titles.
- Ask children to share their prior knowledge. Ask, *Do you play any team sports? What do you know about team spirit?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.
  - page 3: Ask, *After looking at the Table of Contents page, what do you think we will read about?*
  - pages 4–5: Ask, *Who is Lily kicking the ball to? Is Lily's teammate watching? Which player from Sky Blues do you think stopped the ball with her foot and sent the ball flying the other way?*
  - pages 6–7: Ask, *How do you think the Sky Blues are passing the ball from one player to another? Do Lily's teammates seem to be trying to take the ball away? Does Emma know what to do? Who rushes in and takes the ball away from her?*
  - Pages 8–9: Ask, *Who dribbles the ball down the pitch? Where does the Sky Blues player kick the ball? Who is the goalkeeper from the Shooting Stars talking to instead of watching the match? Was she able to stop the ball in time? Why do you think the Shooting Stars lost the match?*
  - pages 10–11: Ask, *Why do you think they haven't won a match all season? Do you think anyone on the team listens to Coach Robin? Do you think they are having fun anymore?*
  - pages 12–13: Ask, *What is Lily dreaming about? Why do you think she is dreaming about playing and winning with her favourite team, the Purple Storm? What idea might Lily have? Why might Mum and Dad be sending some e-mails and making some phone calls?*

pages 14–15: Ask, *Who are the new players on the pitch when Lily and the others show up for practice? Who are the special guests? Why would Coach Robin be happy that they have players from Purple Storm and the Strikers training with them for the afternoon? Are all the girls listening now?*

pages 16–17: Ask, *Why do you think it was the best practice they had ever had? What types of skills might the big-league players have shared with them? Do you think everyone was trying their best and having lots of fun?*

pages 18–19: Ask, *What do you think will happen next Saturday on match day? What happens when the referee blows his whistle? Where are the players from the other team kicking the ball? Why do you think Lily is thinking 'here we go again'?*

pages 20–21: Ask, *Was the Shooting Stars' goalkeeper ready this time? What is she doing with the ball? How are they passing the ball?*

pages 22–23: Ask, *What is Lin doing with the ball? Why would she be dribbling the ball around the player from the other team? Was the goalkeeper able to grab the ball? Why do you think everyone on the Shooting Stars were so excited when the ball landed in the net? Does Lily's team have a chance of winning?*

page 24: Ask, *Why do you think Lily didn't mind when the other team scored a goal to win the match? Do you think Lily is happy her players are having fun and trying to win?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to

'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*

- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas?*
- Discuss how this text is fiction. Talk about the structure of the narrative and ask children to identify the orientation, complication and resolution.
- Ask inferential questions such as: *Why do you think the players on the Shooting Stars weren't having fun? How did the special guests help bring team spirit? Why did the girls listen to the players from Purple Storm and the Strikers?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- **Making connections:** Talk about how good readers connect the text that they are reading to their own experiences, other texts they have previously read and things about the world. Write the phrases 'text-to-self', 'text-to-text' and 'text-to-world' on the board. Ask children to share personal experiences, other texts and knowledge of the world that they were reminded of as they read the text. Record children's responses next to the phrases. Get children to complete **PW 70**.
- **Answering questions:** Flip through the text and encourage children to recall the events. On strips of paper, write literal and inferential questions, such as 'Had Lily's team won a match that season?' and 'Why wasn't Lily feeling very hungry after the team lost the match?' Discuss how the answers to some questions can be found in the text and others need to be answered by thinking about the text. Have each child take a question strip and answer their question. Get children to complete **PW 71**.
- **Recall:** Talk about the characters, setting and plot. Ask, *What characters were in the story? Where did the story take place? What happened in the story?* Ask children to draw a picture of the setting, characters and their favourite part of the story. Ask them to share and explain their drawings.

### Graphophonics

- Discuss the 'ly' suffix and ask children to identify 'ly' words in the text, such as 'angrily'. Talk about how words that end with the 'ly' suffix are telling readers how something is being done. Think of and record other 'ly' words.
- Ask children to find 'chance' and discuss the sound made by the second letter 'c' in this word. Talk about how it makes the sound of 's'. Identify other words in the text that have 'c' making this sound, such as 'exciting'.
- Discuss the word 'team' and 'ea' vowel digraph. Model the sound these letters make when sounded together. Brainstorm and record other 'ea' words.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how readers need to understand word meanings in order to fully comprehend a text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Discuss the following vocabulary: 'amaze', 'chance', 'complain', 'dribble', 'football pitch', 'gaze', 'goal', 'goalkeeper', 'guests', 'losing', 'match', 'referee', 'score', 'skills', 'soar', 'striker', 'teammate'.
- Ask children to say/write the words in a sentence to show their understanding of the meaning.
- Discuss synonyms and antonyms for each word.
- Ask children to locate the vocabulary words in the text. Encourage them to use the content of the sentence to explain the meaning of the word.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Identify the phrase 'it soared over her head'. Talk about the meaning of the word 'soared'. Ask, *What is happening to the ball? Where is the ball? What would it look like as the ball is over her head?*
- Discuss the phrase 'dribbled the ball'. Talk about the meaning of the word 'dribbled' in this context. Ask, *What does it mean to dribble a ball?*

### Text conventions

- **Table of Contents page:** Ask children to use the Table of Contents on page 3 to find different chapters in the text.
- **Commas:** As a group, discuss commas and ask children to identify the commas in the text. Model how readers should pause at a comma.
- **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.

### Writing

- Ask children to talk about 'team spirit'. Ask, *What does 'team spirit' mean? How do you play with team spirit? Why is it important for a team to have team spirit? As a group, make a list of things a team would need to do to ensure they have team spirit, such as trying their best, having fun and helping each other.* Get children to complete **PW 72**.

### ► English Language Learners

- Talk about football. Ask children to talk about how the match is played. Ask, *What is the objective of the match? What are the rules? What do the players do?* As a group, make a list of 'things you need to know about football'. Provide children with a football and encourage them to play football.

### ► Assessment

- PWs 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 314)



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Making connections

- Write text-to-self connections you made while reading *Team Spirit*.
- Write text-to-text connections you made while reading *Team Spirit*.
- Write text-to-world connections you made while reading *Team Spirit*.

Text-to-self connections	Text-to-text connections	Text-to-world connections

**Main teaching focus**

*Comprehension:* Making connections – text-to-self, text-to-text, text-to-world.

**Other teaching focus**

*Comprehension:* Gaining meaning from the text.

**Teacher's note**

Children record text-to-self, text-to-text and text-to-world connections they made while reading the text.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Answering questions

- Write answers to the questions below.

What happened when Lily's team played the Sky Blues? \_\_\_\_\_

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Why didn't the Shooting Stars goalkeeper stop the ball when the Sky Blues played kicked it? \_\_\_\_\_

---

---

Why did Lily think her team was hopeless? \_\_\_\_\_

---

---

What did Lily dream about? \_\_\_\_\_

---

---

How did the players from Purple Storm and the Strikers help the team? \_\_\_\_\_

---

---

Did the team have team spirit in the end? Why/why not? \_\_\_\_\_

---

---

Why didn't Lily mind when the other team won the match? \_\_\_\_\_

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**Main teaching focus**

*Comprehension:* Answering literal and inferential questions

**Other teaching focus**

*Comprehension:* Recalling events from text; inferring characters' thoughts, feelings and reasons for their actions

**Teacher's note**

Children answer the literal and inferential questions about the text. They record the answers on the lines provided.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Team spirit poster

- Design a poster about team spirit.
- Include five points on how to have good team spirit.

## Team Spirit

1

2

3

4

5

**Main teaching focus***Comprehension:* Application of themes in text**Other teaching focus***Comprehension:* Recalling events from text; inferring using clues in the text**Teacher's note**

Children design a poster about 'team spirit'. They include 5 points about how to have good team spirit.

# Games Night

Level 23

Fiction

Word count: 862

Text type: Narrative



**Extending vocabulary:** allowed, delicious, glanced, guessed, including, join, lonely, of course, points, pretended/pretending, replied, ridiculous, seemed, sense, staring, straight, sure, voice

**Programme link:** *Games Around the World* (non-fiction)

**Curriculum links:** community, creative play, me/family, health and well-being

**Story summary:** Aimee's family is having a games night, but Aimee decides to play on her tablet. Games night begins and Aimee's family members grab funny hats and wigs for dress-up charades. Aimee sees that everyone is having fun and realises it is lonely sitting by herself staring at a screen. She joins in games night and has so much fun.

## Tuning in

- Discuss the meaning of 'Games night'. Ask, *What would you do on a games night? What games could you play?* Have children share who they would like to have a games night with.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover picture. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and cover picture help us make predictions.
- Ask children to share their prior knowledge. Ask, *What do you know about games nights? Have you ever joined in a games night?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover picture as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text? What knowledge of the world do you have that links with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *What is Aimee busy doing? Do you think her family wants her to join in playing Word Champ with them? Why do you think Carrie has made popcorn and chocolate muffins?*

pages 6–7: Ask, *Why do you think they have games night every Friday night when Carrie comes over from her house? Why do you think Aimee would rather play video games than be part of games night? What other things do you think she might be missing out on?*

pages 8–9: Ask, *Does everyone seem excited about playing the games? Would it be fun playing charades with the dress-up clothes?*

pages 10–11: Ask, *Why do you think Aimee peeked at the dress-up clothes? Why do you think she isn't joining in?*

pages 12–13: Ask, *Do you they have fun playing Word Champ? Why do you think Aimee is grumpy and asking them to be quiet?*

pages 14–15: Ask, *Are they having more and more fun? Is Aimee realising they are having fun? Do you think she might be lonely looking at her screen?*

pages 16–17: Ask, *What is Dad wearing in the game of*

*charades? Why is Mum laughing so hard? Are they having fun together?*

pages 18–19: Ask, *Do the games with her family seem like more fun? What do you think her family will say when she asks to join in?*

pages 20–21: Ask, *Why is Aimee laughing? How did Aimee know he was Little Miss Muffet? Whose turn is it next?*

pages 22–23: Ask, *What is Aimee doing? Is everyone having fun? How did Carrie know she was the big bad wolf dressed up as Grandma?*

page 24: Ask, *Does Aimee think games night is fun? Why did Aimee and Mum smile at each other?*

## Reading the texts

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), have children ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events in the story?*
- Ask inferential questions such as: *Why did Aimee start to feel lonely playing on her tablet? How do you think the family felt when Aimee wasn't joining in games night?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings.

Choose from the following activities.

## Comprehension

- *Inferring characters' feelings:* Discuss how Aimee felt during the story. Ask, *How did she feel at the beginning of the story when she was playing video games?* Talk about how her feelings started to change when her family was playing games. Ask, *Why was Aimee grumpy when they were having a great time? When did Aimee start to feel lonely?* Talk about how Aimee felt when she joined in games night. Have children complete **PW 73**.
- *Asking questions:* Talk about questions and brainstorm words that are question starters, such as 'who', 'what', 'when', 'where', 'why' and 'how'. Discuss how these question starters match with specific answers. For example, if the question begins with 'who', then the answer will be about a person. On the board write: 'Dad was dressed up in a silly pink wig with a bright yellow hat on his head'. Have children think of questions that this sentence answers. For example, 'Who dressed up in the pink wig?' Have children complete **PW 74**.

## Phonological awareness/Graphophonics

- Discuss the 'ly' suffix. Talk about how an 'ly' ending means the word is telling us how something is being done. Have children find other words in the text that end with 'ly'.

## Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Identify 'allow' and discuss how it means having permission to do something. Ask, *What are you allowed to do at school?*
- Talk about how 'delicious' means yummy. Ask, *What foods do you think are delicious?*
- Identify 'glanced' and how it means to take a quick look at something. Have children glance at things around the room.
- Find 'guessed' and discuss how it refers to having an opinion or answer without knowing for certain. Ask, *When have you had to guess something?*
- Identify 'join' and how it refers to taking part in something with others. Ask, *What games have you joined in?*
- Talk about how 'lonely' refers to feeling sad because you are by yourself. Ask children to think of a time they felt lonely.
- Discuss how 'points' are used to keep score in games or sports. Have children think of games they have played where they need the most points to win.
- Identify 'pretended' and 'pretending' and discuss how they refer to acting in an imaginative way. Ask, *When have you pretended to be something?*

- Talk about how 'ridiculous' means something is silly or foolish. Have children describe something ridiculous they have seen.
- Identify 'seemed'. Discuss how it refers to how something appears to be. Ask, *What would it mean if you seemed happy?*
- Identify 'sense' and how it refers to something being logical or sensible. Ask, *What would happen if something didn't make sense?*
- Discuss how 'straight' refers to doing something directly. Ask, *What does it mean if you went straight to your toy?*
- Identify 'staring' and how it refers to looking at something in a steady, fixed way with your eyes open wide. Have children show how they can stare at something in the room.
- Talk about 'sure' and how it means certain.
- Discuss how 'voice' refers to the sound made with your mouth when talking.

## Combining vocabulary for better understanding

- Discuss interesting phrases in the text. Talk about how readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the phrase 'catch up'. Discuss the meaning of 'catch up' in the phrase 'games night was a way for her to catch up with her dad'. Ask, *What does it mean if Carrie and her dad catch up?* Then discuss the meaning of 'catch up' in the sentence 'Even Dad could catch up'. Discuss how 'catch up' has different meanings in these two sentences.
- Discuss the phrase 'made-up words'. Ask, *What does made-up mean?* Have children give an example of a made-up word.
- Discuss the sentence 'Mum walked in from the kitchen and gave Aimee one of her "looks."' Discuss the meaning of the word 'looks'. Ask, *How do you think Mum looked at Aimee?*

## Text conventions

- *Commas:* As a group, discuss commas and have children identify the commas in the text. Model how readers pause at commas.
- *Speech marks:* Discuss speech marks. Explain that text between speech marks is what a character is saying.

## Writing

- Have children write a recount of the story. Encourage them to sequence events into beginning, middle and end.

## ► English Language Learners

- Discuss how Aimee spent a lot of time playing games on her tablet. As a group, brainstorm positive, negative and interesting things about playing video games on a tablet. Have children complete a PMI (plus, minus, interesting) about playing video games on **PW 75**.

## ► Assessment







- PWs 73, 74 and 75 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading.
- Collect work samples, e.g. PW 73 could be kept in the child's portfolio.
- Complete Running Record (page 315)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# How did Aimee feel?

**You will need:** coloured pencils

- For each part of the story, write how Aimee felt and why she felt that way.
- Draw her face to show her emotions.

	How did Aimee feel?	Why did she feel this way?	Draw her face.
			
			
			
			
			
			

**Main teaching focus**

*Comprehension:* Inferring characters' feelings

**Other teaching focus**

*Comprehension:* Recalling information from the text

**Teacher's note**

Children infer and record how Aimee was feeling at each part of the story. Then they write why she was feeling that way and draw her face to show her emotion.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Writing questions

- Write two questions to match the sentences.
- The first one has been done for you.

Sentences	Questions
Every Friday night Aimee's big sister, Carrie, came over from her house.	Who came over? When did Carrie come over?
Aimee looked up from her tablet and snuck a quick peek at the dress-up clothes.	
It was kind of lonely sitting on the couch by herself staring at a screen.	
The game of Count and Go had been put aside and charades was just starting.	
Aimee loved playing video games, but the games her family were playing seemed like much more fun.	
Aimee put on a grey wig, some old glasses and a long cardboard nose.	

**Main teaching focus**

*Comprehension:* Writing questions that a text answers

**Other teaching focus**

*Comprehension:* Clarifying and extending thinking through questioning

**Teacher's note**

Children read each passage of text and then write two questions that are answered by these sentences. They record their questions in the second column.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Plus, minus, interesting

- Write 'plus', 'minus' and 'interesting' things about playing on a tablet.

Playing on a tablet

P	
M	
I	

**Main teaching focus**

*Comprehension:* Evaluating information from a text

**Other teaching focus**

*Comprehension:* Linking information in a text to personal experiences and opinions

**Teacher's note**

Children think of and record positive, negative and interesting things about playing on a tablet.



# Boats

Level 23 Non-fiction Word count: 721 Text type: Description



**Extending vocabulary:** area/s, arrive, beneath, bunks, distance, fast-moving, giant, leave, loaded, powerful, skims, swiftly, usually

**Programme links:** Boats E-Book, *Morvena the Mermaid* (fiction)

**Curriculum link:** community, transport

**Text summary:** Learn about the many different types of boats that sail on the world's oceans. Find out how they move through the water and what they are used for.

## Getting started

- Place a toy boat in a small container filled with water. Ask children to observe and discuss how the boat floats. Ask, *What makes the boat move?* Brainstorm different types of boats and how they look and move.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the text will be about. Ask, *Do you think it will be fiction or non-fiction?*
- Encourage children to share their prior knowledge relating to the text. Ask, *Have you ever been on a boat?*
- Get children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *What are some types of boats? Which types of boats have sails/engines? Why do people use boats?*

pages 6–7: Ask, *What types of fishing boats are there? Why would some fishing boats be small enough to go on a car's roof? Why would larger fishing boats need a galley?*

pages 8–9: Ask, *What do trawlers use to catch fish? What size are trawlers? Do you think trawlers would have bunks and a galley?*

pages 10–11: Ask, *Why do people like sailing? How do sailing boats move across the water? Where might people learn to sail?*

pages 12–13: Ask, *How is a yacht like a large sailing boat? How do yachts move across the water? What is inside a large yacht? Why would yachts have a motor as well?*

pages 14–15: Ask, *What do water police work on? Why would they have sirens and flashing lights? How might water police help us? Why would there be police divers on some police boats?*

pages 16–17: Ask, *What do water taxis do? How many people do you think would fit on a water taxi? Why would the seating area be covered? Why would ferries arrive and leave at the same time every day?*

pages 18–19: Ask, *What do tugboats do? Why do they need to be powerful? What kinds of things do ocean barges carry? What special jobs can ocean barges do?*

pages 20–21: Ask, *What types of goods do cargo ships carry? Why would cargo ships also be called container ships? What happens when the cargo ship is at a port?*

pages 22–23: Ask, *Why do people go on ocean liners? Why would they have restaurants and cinemas on them? How many people would be on board?*

page 24: Ask, *What could we use the glossary for?*

## Reading the text

- Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about.
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- Visualising:** Discuss visualising and ask children to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas in the text?*
- Ask inferential questions such as: *What might people sit on in a large fishing boat? What might happen if you moved suddenly in a small fishing boat? How would a sailing boat move if there was no wind? What makes a tugboat powerful?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, Summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Compare and contrast*: Get children to recall the boats in the text. Write the names of the boats on separate cards. Place the cards face down in the middle of the group. Ask children to choose two cards each. Have them compare and contrast the two boats on their cards. Get children to complete **PW 76**, using a Venn diagram to compare and contrast two boats.
- *Sort and classify*: Discuss how the boats were used for different purposes, looked different and moved differently. Write these headings on a sheet of paper: 'Work', 'Fun', 'Engine' and 'Sails'. Encourage children to record boats that would fit into each category. Discuss how some fit into more than one category. Get children to complete **PW 77**, sorting and classifying boats.

### Graphophonics

- Discuss the sound the letters 'dg' make in 'dredging'. Ask children to brainstorm and record other 'dg' words, such as 'bridge', 'hedge' and 'fridge'.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Identify 'area' and discuss how it refers to a certain place. Ask children to identify different areas around the room or the school.
- Discuss how 'arrive' means you have reached your destination.
- Identify 'beneath' and talk about how it means 'under'. Ask children to put their pencil beneath the table.
- Talk about the meaning of 'bunks'. Ask, *Has anyone got bunk beds at home?* Ask children to describe bunk beds.
- Discuss how 'distance' refers to the space between two places or things. Ask, *What is the distance from the door to the window?*
- Find 'fast-moving' and discuss how it refers to the pace that something is moving.
- Talk about how 'giant' is a synonym for 'large' or 'huge'. Talk about how a giant is a huge or large person.
- Identify 'leave' and discuss how it refers to going away or departing.
- Talk about how 'loaded' means something is stacked, packed or put into something else. Ask, *Have you ever loaded the car?*
- Talk about the meaning of 'powerful'. Ask children to describe how things move if they have a lot of power.

- Discuss how 'skims' refers to the boat gliding along the surface of the water.
- Talk about how 'swiftly' means something is happening quickly. Ask children to walk swiftly around the room.
- Discuss how 'usually' refers to something that happens most of the time.
- *Paraphrasing*: Copy the sentence 'Many people go on ocean liners for vacations' onto a piece of paper. As a group, read the sentence and chunk it into three phrases. Ask children to think of synonyms for words in each chunk and then rewrite the sentence using the synonyms; for example, 'Lots of people travel on cruise ships for trips'. Emphasise that the sentence has the same meaning but uses different words. Select other sentences for children to paraphrase.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the sentence 'When the wind hits its sails, the boat is pushed along'. Ask children to describe what hits the sails. Ask, *What would the sails look like when the wind hits them?* Talk about how the boat is moved along when the sails are filled with the wind. Discuss how readers need to connect information across phrases to understand the meaning.
- Identify the phrase 'cannot move under their own power' and ask, *What would it mean for boats to move under their own power?* Talk about how some boats use their engines and some boats use their sails.

### Text conventions

- *Text types – description*: Talk about how this is a non-fiction text that describes boats.
- *Titles*: Ask children to identify the chapter titles. Discuss how the titles are important to read because they help us to understand what will be on each page.

### Writing

- Ask children to select an boats from the text to write reports on – what it looks like, how it moves and what it is used for. Get children to write their report using **PW 78**.

### ► English Language Learners

- Provide children with materials such as boxes, containers, plastic wrap, bottles, lids and tape. Have them design and make a boat that they can float in a tub of water. Ask, *Which materials were the most useful? How did you get your boat to float?*

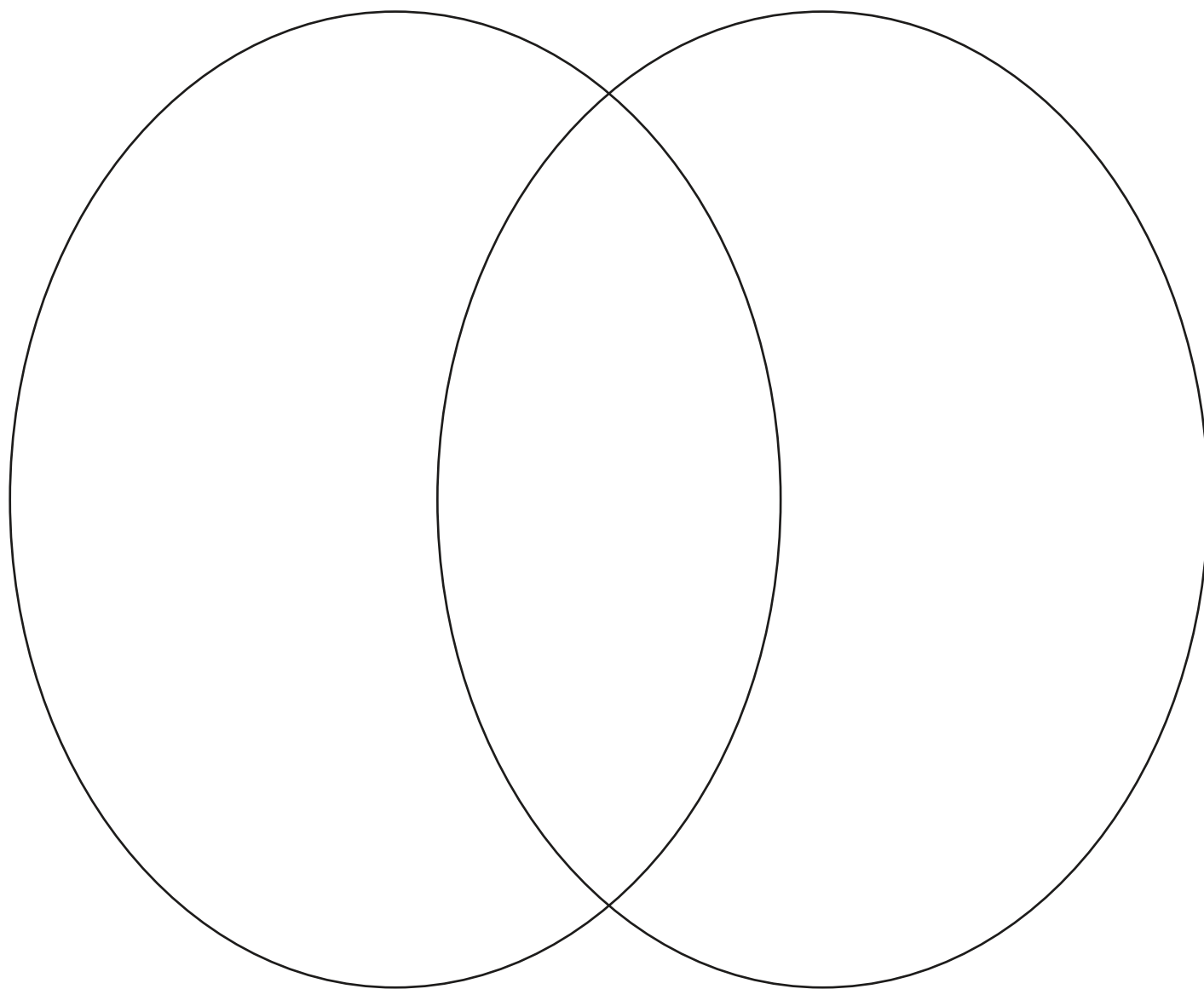
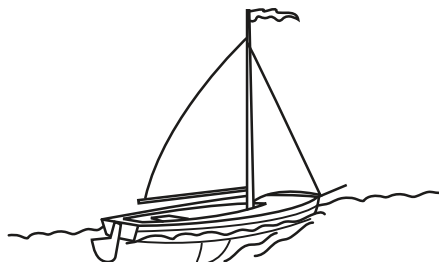
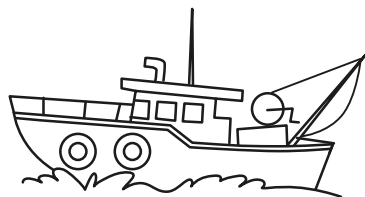
### ► Assessment

- PWs 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 316)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Compare and contrast

- Compare and contrast the fishing boat and the sailing boat.
- Write in the Venn diagram what they have in common and how they are different.



**Main teaching focus**

*Comprehension:* Comparing and contrasting information in a text.

**Other teaching focus**

*Comprehension:* Recalling events from a text.

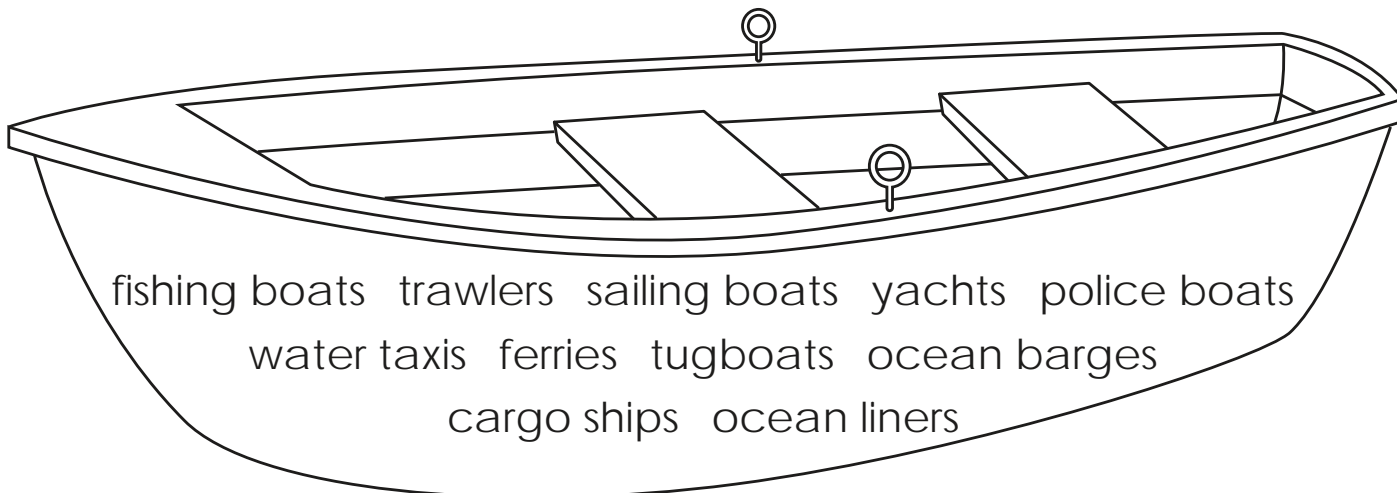
**Teacher's note**

Children compare and contrast the fishing boat and the sailing boat. They record what they have in common and how they are different in the Venn diagram.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Sort and classify

- Read the names of boats that were in the text.
- Record the boats that would fit into each group in the table. Some boats fit into more than one group.



Boats used for fun	Boats used for travel	Boats used for work
Boats with engines	Boats with sails	Boats used to move goods

**Main teaching focus**

Comprehension: Sorting and classifying; finding similarities and differences.

**Other teaching focus**

Comprehension: Recalling events from a text; comparing and contrasting.

**Teacher's note**

Children record the types of boats that fit into each category. The types of boats introduced in the text are in the boat at the top of the page.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Boats report

**You will need:** coloured pencils or crayons

- Write an information report about one of the boats in the text.
- Write paragraphs about what it looks like, how it moves and what it is used for.
- Draw and label a picture of the boats.

Title \_\_\_\_\_

What does it look like? What are its parts?

How does it move?

What is it used for?

Label picture

**Main teaching focus**

*Writing:* Writing an information report; writing paragraphs with supporting details.

**Other teaching focus**

*Comprehension:* Recalling events from a text; sorting and classifying facts.

**Teacher's note**

Children write an information report about an boats from the text, including paragraphs describing the boat, what it is used for and how it moves through the water. Then they draw and label a picture.

# Not All Birds Fly



Level 23 Non-fiction Word count: 796 Text type: Discussion

**Extending vocabulary:** active, burrow, direction, excellent, hatches, nearly, overlap, perfect, protect, shy, similar, spreading, stiff, weight, wispy

**Programme links:** *Not All Birds Fly* E-Book, *Training Pablo* (fiction)

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

**Text summary:** Learn about birds that have wings and feathers but do not fly. Find out where they live, what they eat and how they protect themselves from predators.

## Getting started

- Ask children to describe the features of birds, such as feathers, wings, beak, tail and body. Ask children to think of birds they know of that don't fly.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover picture. Ask children to predict what the text will be about. Ask, *Why would birds have wings and feathers if they don't fly?*
- Ask children to share their prior knowledge relating to the text. Ask, *Have you seen a bird that doesn't fly?*
- Get children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover picture as prompts. Ask, *How does this text link with your personal experiences?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *How do most birds move? Do all birds fly?*

pages 6–7: Ask, *Which birds are good at swimming or running? Would these birds use their wings for flying? Does this dinosaur have feathers? What is a predator?*

pages 8–9: Ask, *What types of penguins are there? How much time do you think penguins spend in the water? What type of feathers do penguins have? What do they use their wings for?*

pages 10–11: Ask, *How do penguins' black and white feathers help them keep safe from their enemies? Why would the chick call to its parents when it hatches?*

pages 12–13: Ask, *In which country would you find an emu? What type of neck, claws and legs does it have? Why might an emu kick its enemy?*

pages 14–15: Ask, *How does camouflage help emus? How would their excellent eyesight and hearing help them? How does the male build a nest?*

pages 16–17: Ask, *Which is the smallest bird that cannot fly? What size wings do they have? What do you think they use their nostrils for? Why might they be most active at night?*

pages 18–19: Ask, *Why would a kiwi need to run fast? Why would their sharp nails be useful? What would they use their strong feet for?*

pages 20–21: Ask, *What are the biggest and fastest birds on land? How does the size of their wings stop them from flying?*

*What might an ostrich do with its legs when it is in danger?*

pages 22–23: Ask, *Which bird lays the biggest egg? How do they keep safe from their enemies?*

page 24: Ask, *What could we use the glossary for?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about.
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using a tool such as a dictionary.
- **Visualising:** Discuss visualising and ask children to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas in the text?*
- Ask inferential questions such as: *How do the penguins' colours keep them safe? Why do you think emus can run faster than penguins? Why would shaking its tail feathers scare the emu's predators? What do you think a kiwi would use its claws for when it is being attacked?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Answer questions:* Ask children to recall facts about birds that do not fly – what they use their wings or feathers for, where they live, what their eggs are like and how they keep safe. Write a multiple-choice question and answers on the board and discuss strategies for working out the correct answer, such as eliminating incorrect answers or referring to the text. Get children to complete **PW 79**.
- *Compare and contrast:* Ask children to recall facts about the birds in the text. Write the name of each bird (penguin, emu, ostrich, kiwi) on a separate card. Place the cards face down in the middle of the group. Ask children to turn over two cards and compare and contrast the two birds. Get children to compare and contrast the four birds on **PW 80**.

### Graphophonics

- Discuss the sound that the ‘ong’ word ending makes in ‘strong’. Brainstorm and record other words that contain ‘ong’, such as ‘long’, ‘thong’ and ‘wrong’.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Get children to complete **PW 80**, matching words and their meanings.
- Identify ‘active’ and discuss how it refers to doing something or being busy. Ask children to identify ways they are active, such as playing sport.
- Discuss how ‘burrow’ refers to the hole or tunnel that an animal digs and lives in. Get children to role-play how they would dig a burrow.
- Identify ‘direction’ and discuss that it means the way something is moving or where it is heading. Ask children to walk in one direction, then another.
- Talk about how ‘excellent’ is a synonym for ‘outstanding’ and ‘great’.
- Discuss how ‘hatches’ refers to something coming out of an egg.
- Find ‘nearly’ and discuss how it means ‘very close’ or ‘almost’. Talk about phrases such as ‘nearly there’ or ‘nearly finished’.
- Identify ‘overlap’ and talk about how it refers to partly covering something. Get children to overlap their hands.
- Identify ‘perfect’ and discuss how it means something is just right and has no mistakes.
- Discuss how ‘protect’ means to take care of or defend something. Ask, *How do animals protect their babies?*
- Talk about the meaning of ‘shy’. Ask children why animals

might be shy. Discuss the meaning of ‘confident’.

- Discuss how ‘similar’ means ‘almost the same’. Ask children to identify things that are similar in the room.
- Talk about how ‘spreading’ means ‘opening’ or ‘unfolding’. Get children to spread their arms.
- Discuss how ‘stiff’ means ‘firm’ or ‘hard’. Ask children to touch a stiff piece of cardboard and describe how it feels. Brainstorm opposite words to ‘stiff’.
- Identify ‘weight’ and talk about how it refers to how heavy something is.
- Talk about how ‘wispy’ describes things that are feathery or fluffy. Ask children to think of things that are wispy.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the phrase ‘the same amount of time in the ocean as it does on land’. Get children to describe what this means.
- Talk about the phrase ‘insects and worms underground’. Ask, *What do the kiwis look for?* Discuss the meaning of ‘underground’. Encourage children to draw a picture to show how the kiwis look for their food underground.

### Text conventions

- *Text emphasis/italic font:* Talk about how some words in the text are shown in italics and how the meaning of these words can be found in the glossary on page 24.
- *Paragraphs:* Discuss how sentences can be grouped together to make paragraphs. Talk about how sentences in a paragraph are about a similar topic. Ask children to identify paragraphs in the text.

### Writing

- Talk about the similarities and differences between birds that fly and birds that do not fly. Ask, *How are they the same? How are they different?* Discuss what they look like, what they eat, how they behave and how they move. Get children to write texts that compare and contrast birds that fly and birds that do not fly.

### ► English Language Learners

- As a group, brainstorm the way animals move. Encourage children to use words such as ‘walk’, ‘run’, ‘slither’, ‘crawl’, ‘climb’, ‘fly’ and ‘jump’. Ask children to think of animals that fit into each category. Ask children if they can identify similarities between the animals in each group.

### ► Assessment

- PWs 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 317)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Multiple choice



- Read each question and the three possible answers.
  - Circle the correct answer.
- 1 Do all birds use their wings to fly?
    - a) Yes. They use their wings to fly away from their enemies.
    - b) No. Some birds use their wings to run or swim.
    - c) No. They use their wings for dancing.
  - 2 What do penguins use their wings for?
    - a) They use them to dig holes to put their eggs in.
    - b) They don't use them because they don't swim.
    - c) They use them like flippers to help them swim.
  - 3 When do emus shake their tail feathers?
    - a) when scaring their enemies away
    - b) when they are hungry
    - c) when they are trying to fly
  - 4 What do emus use camouflage for?
    - a) to stand out so their enemies see them
    - b) to keep them safe from their enemies
    - c) to help them to run fast
  - 5 Where would you find an emu?
    - a) in a city in Australia
    - b) in New Zealand
    - c) in grassland in Australia
  - 6 What do kiwis use their nostrils for?
    - a) to smell their enemies
    - b) to find insects and worms
    - c) to help them fly
  - 7 Which can run fast?
    - a) kiwis, penguins and emus
    - b) emus, ostriches and penguins
    - c) emus, ostriches and kiwis
  - 8 When does the female ostrich sit on her eggs?
    - a) she doesn't, only the male does
    - b) during the day
    - c) after running around and flapping her wings
  - 9 What do kiwis, emus and ostriches have in common?
    - a) They all have sharp claws.
    - b) They all have tiny wings.
    - c) They all sleep in a burrow.
  - 10 Why might a bird that cannot fly have strong legs?
    - a) to help them jump really high
    - b) to help them run very fast
    - c) to help them climb trees

#### Main teaching focus

Comprehension: Answering literal and comprehension questions.

#### Other teaching focus

Comprehension: Recalling information from a text; eliminating incorrect information.

#### Teacher's note

Children read and answer the multiple-choice questions by identifying and circling the correct answer.



Name: \_\_\_\_\_ Date: \_\_\_\_\_



# Comparing and contrasting

- Write information about each type of bird.

	Penguin	Emu	Kiwi	Ostrich
Where is it found?				
How does it protect itself from its enemies?				
Does it run fast or slow?				
Does the male or female take care of the eggs?				
Interesting facts				

How are these birds similar?

How are these birds different?

**Main teaching focus**

Comprehension: Comparing and contrasting information in a text; recalling facts from a text.

**Other teaching focus**

Comprehension: Sorting and classifying information.

**Teacher's note**

Children record information about each bird by answering the questions in the table. Then they compare and contrast the information and write how the birds are similar and different.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Word meanings

- Draw a line from each word to its meaning.
- Write the words at the bottom of the page in a sentence.

<b>burrow</b>	an animal that hunts or kills other animals for food
<b>excellent</b>	the place where something usually lives
<b>direction</b>	to keep something safe and to stop it from getting hurt
<b>protect</b>	the way that something is going
<b>similar</b>	a hole in the ground that an animal has dug to live in
<b>camouflage</b>	something that is very good
<b>diet</b>	the kind of food that something eats
<b>habitat</b>	hiding by looking very like the things around it
<b>predator</b>	something that is the same or alike

similar: \_\_\_\_\_

\_\_\_\_\_

protect: \_\_\_\_\_

\_\_\_\_\_

**Main teaching focus**

Vocabulary: Extending vocabulary – understanding word meanings.

**Other teaching focus**

Comprehension: Working out word meanings using the sentence context.

**Teacher's note**

Children draw a line to match the words and their definitions. Then they use two of those words in sentences.

# Meat-eating Plants

Level 23 Non-fiction Word count: 764 Text type: informational



**Extending vocabulary:** curl, farther, interesting, pitcher plant, soggy, sundew plant, touch, Venus flytrap

**Programme links:** *Meat-Eating Plants E-Book*, *Mrs Magee's Unusual Plants* (fiction)

**Curriculum links:** environment, science

**Text summary:** Learn about the interesting group of plants that eat meat. Find out how the Venus flytrap, the sundew plant, pitcher plants and the cobra lily catch and eat insects to get the nutrients they need.

## Getting started

- Talk about plants. Discuss how there are many different types of plants and how they come in different shapes and sizes. Ask, *What types of plants do you know of?* Discuss what plants need to survive – sunlight, water and nutrients.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the story will be about. Ask, *Do you think it will be a fiction or non-fiction text? Do plants usually eat meat?* Discuss how the title and cover pictures help us make predictions. Encourage children to look at the chapter titles on the Table of Contents page. Ask them to make predictions based on the chapter titles.
- Ask children to share their prior knowledge. Ask, *Do you know of any meat-eating plants? How do most plants get the nutrients they need?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.
  - page 3: Ask, *After looking at the Table of Contents page, what do you think we will read about?*
  - pages 4–5: Ask, *Where are plants found? What shapes and sizes are plants? Why do plants need sunlight? Why do some plants get the nutrients they need by eating meat rather than from the soil? What type of meat do you think these plants eat?*
  - pages 6–7: Ask, *Why do you think meat-eating plants can grow in places where the soil isn't very good? Why would they grow in wet, soggy areas, like swamps or in rocky areas? Where would meat-eating plants get the nutrients they need? Would they still need sunlight and water?*
  - Pages 8–9: Ask, *How do you think the Venus flytrap uses a 'snap trap' to catch insects? How many leaves is the snap trap made of? Where are the thin hairs?*
  - pages 10–11: Ask, *Would an insect touch those hairs if it walked across the plant? Why do you think the two leaves snap shut when the hairs are touched? How would the insect become trapped? Why would the plant start to break down the insect?*
  - pages 12–13: Ask, *What is covering the leaves of the sundew plant? Why do you think the long, thin hairs are very sticky? How would the insect become stuck? Why would the plant's leaves wrap*

*around the insect when it dies? How would the plant use the dead insect for food?*

pages 14–15: Ask, *Do pitcher plants have tall leaves that look like jugs or long tubes? How would rainwater collect at the bottom of these leaves? Why might some pitcher plants have pretty flowers that give off a sweet smell? Why would an insect get trapped when it goes into one of the pitcher plant's tubes?*

pages 16–17: Ask, *Why do you think pitcher plants might have different ways of trapping insects? Would some insects fall straight into the water from the top of the pitcher plant? Why would the sides of the tube be slippery? How would sharp hairs that point down stop insects that are trying to get out? How might the pitcher plant use them as food?*

pages 18–19: Ask, *Does the cobra lily have tall leaves that make a tube like other pitcher plants? How does the top of the leaves curl up and around? Why do you think the cobra lily makes sweet nectar? Would an insect be able to smell the nectar inside the plant? What do you think happens when an insect goes through the opening? Why would the insect go farther and farther into the plant as it eats the nectar?*

pages 20–21: Ask, *What would the insect try to do when it has finished eating? Why do you think it can't find the small opening near the top of the plant? What do you think the cobra lily uses the insect for once it dies?*

pages 22–23: Ask, *Are there many different kinds of meat-eating plants? Do some meat-eating plants move quickly to trap their food? Do other meat-eating plants not move at all? Are meat-eating plants strange and interesting?*

page 24: Ask, *What could we use the glossary for?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify

these through discussion, teacher/student expertise and using tools such as a dictionary.

- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas and supporting details in the text?*
- Discuss how this text is a non-fiction informational text. Talk about the structure of the text and discuss how it organised into chapters and paragraphs.
- Talk about the author's purpose for writing the text – to inform.
- Ask inferential questions such as: *What might happen if these plants didn't trap insects? Why would the leaves of the Venus flytrap need to snap shut? Why would rainwater collect at the bottom of the leaves in a pitcher plant?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- **Compare and contrast:** Talk about the ways the meat-eating plants trap insects. Write the names of the meat-eating plants on separate cards. Place them face down in the middle of the group. Get children to select two cards each. Have them compare and contrast the two plants on their cards. Ask, *How are the plants similar? How are the plants different?* Get children to complete **PW 82**).
- **Summarise:** Ask children to each draw a picture of one of the different meat-eating plants in the text – the Venus flytrap, the sundew plant, pitcher plants and the cobra lily. Then ask children to write a summary explaining how the meat-eating plant traps insects to eat. Get children to complete **PW 83**.

### Graphophonics

- Discuss the words 'meat' and 'eating'. Talk about the 'ea' vowel digraph in these words. Model the sound these letters make when sounded together. Brainstorm and record other 'ea' words. Get children to complete **PW 84**..
- Ask children to identify the base word 'trap' in 'trapped'. Talk about how the last consonant 'p' is doubled before the suffix 'ed' is added. Brainstorm and record other words that follow this pattern.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how readers need to understand word meanings in order to fully comprehend a text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Discuss the following vocabulary: 'curl', 'farther', 'interesting', 'pitcher plant', 'soggy', 'sundew plant', 'touch',

'Venus flytrap'.

- Ask children to say/write the words in a sentence to show their understanding of the meaning.
- Provide children with blank cards. Have them write a vocabulary word on each card and the definition of each word on a card. Jumble up the cards and ask children to match the words with the definitions. Children can also use the cards to play games, such as Memory.
- Discuss synonyms and antonyms for each word.
- Ask children to locate the vocabulary words in the text. Encourage them to use the content of the sentence to explain the meaning of the word.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Identify the phrase 'well-known'. Ask, *What does it mean if something is well-known? Discuss how it means something is very familiar.*
- Discuss the phrase 'snap trap'. Ensure children understand the meaning of the words 'snap' and 'trap'. Ask, *What would a snap trap do? How would it move? Do you think something would get trapped when it snapped shut?*
- Discuss the sentence 'The harder the insect tries to get out, the more the leaves push together'. Talk about what the leaves do when the insect is trying to get out.

### Text conventions

- **Table of Contents page:** Ask children to use the Table of Contents on page 3 to find different chapters in the text.
- **Features of the front cover:** Look at the front cover of the text and ask children to identify the title and author. Encourage children to also look at the back cover of the text to identify the blurb.
- **Exclamation points:** Identify the exclamation points in the text and discuss why they were used at the end of the sentence.

### Writing

- Ask children to imagine they are at a wet, soggy area, such as a swamp. Encourage children to talk about what they may see. Discuss how this is the type of environment where meat-eating plants can grow. Ask, *What plants and animals may you see?* Ask children to write a text explaining what they imagined.

### ► English Language Learners

- Talk about insects. Discuss different types of insects, what they look like, where they live and what they eat. Talk about how not all insects are eaten by meat-eating plants. Encourage children to research their favourite insect online and draw a labelled diagram of it.

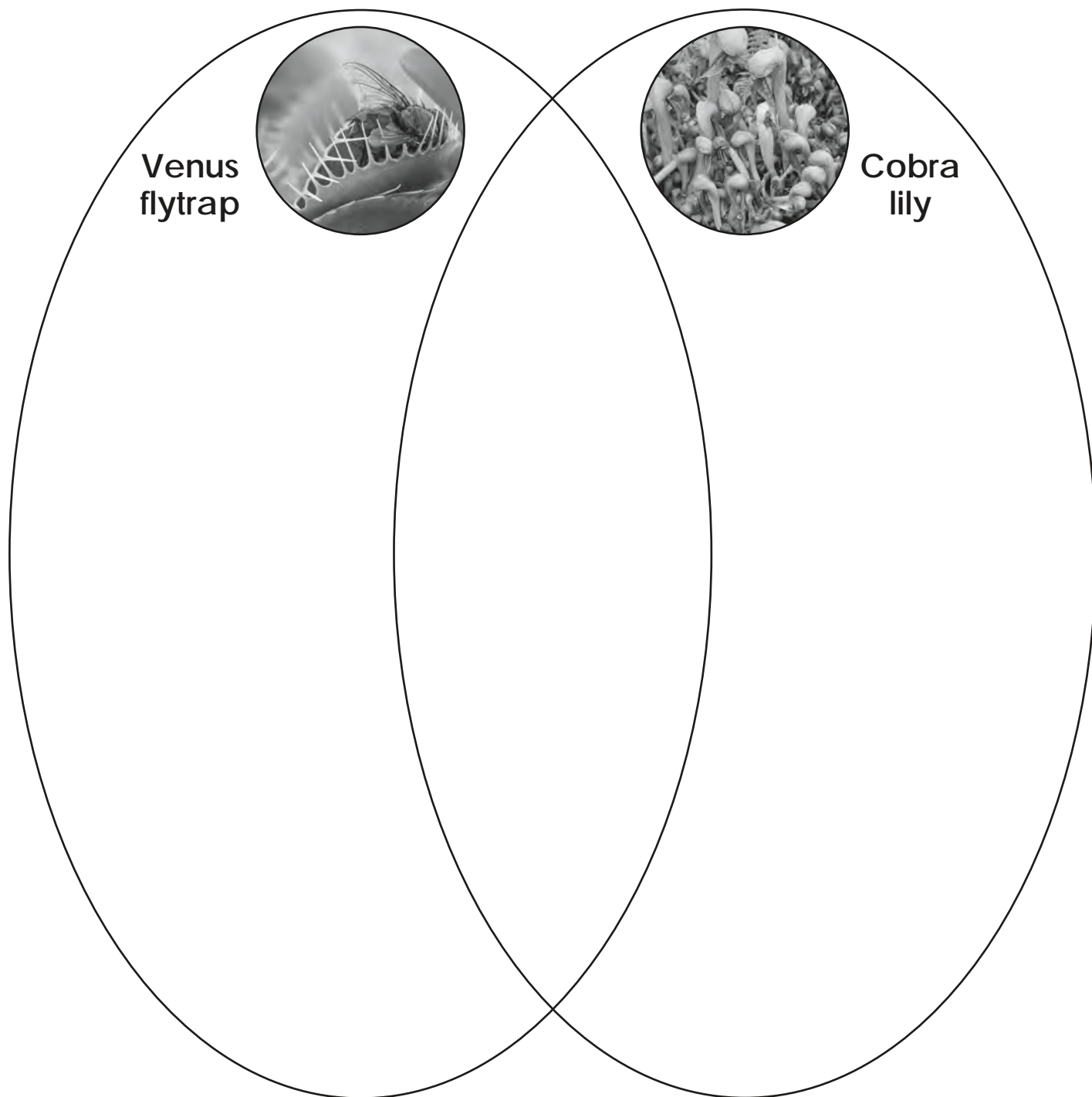
### ► Assessment

- PWs 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 318)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Compare and contrast

- Compare and contrast the Venus flytrap and the cobra lily.
- Write in the Venn diagram what they have in common and how they are different.



**Main teaching focus**

*Comprehension:* Comparing and contrasting information in a text.

**Other teaching focus**

*Comprehension:* Recalling information from text





**Teacher's note**

Children compare and contrast the Venus flytrap and the cobra lily. They record what they have in common and how they are different in the Venn diagram.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Summarise

- Look at the pictures of the meat-eating plants.
- Summarise how they trap the insects that they eat.

<p>Venus flytrap</p>  <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Pitcher plant</p>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Cobra lily</p>  <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Sundew plant</p>  <hr/> <hr/> <hr/> <hr/> <hr/>

**Main teaching focus**

Comprehension: Summarising by retelling the main information

**Other teaching focus**

Comprehension: Recalling information from text

**Teacher's note**

Children summarise how the meat-eating plants trap the insects by recording the main information from the text.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# 'ea' words

- Write 'ea' to complete each word.
- Read the words and draw a picture to match.
- Write sentences at the bottom of the page.

m _ _ t	_ _ t	s _ _ t
tr _ _ t	cl _ _ n	l _ _ f
h _ _ t	b _ _ n	b _ _ k

cream: \_\_\_\_\_

steam: \_\_\_\_\_

meal: \_\_\_\_\_

**Main teaching focus**

Graphophonics: 'ea' vowel digraph

**Other teaching focus**

Phonemic awareness: Recognising sounds in words

**Teacher's note**

Children complete each word by adding 'ea'. They read the words and draw pictures to match. They write the words at the bottom of the page in sentences.

# All About Muscles

Level 23 Non-fiction Word count: 654 (including fact boxes) Text type: informational



**Extending vocabulary:** amazing, easier, exercise, frown, grown, imagine, pumping, relaxing, size, threads

**Programme links:** *All About Muscles E-Book, Team Spirit* (fiction)

**Curriculum links:** me/family, science, physical activity

**Text summary:** Learn about the amazing muscles in the human body. They are very important because they help us move and help move things in our body. Learn about many muscles, including your big heart muscle. Imagine what life would be like without muscles!

## Getting started

- Talk about muscles. Ask, *What muscles do you have in your body? Where are your muscles?* Encourage children to see if they can feel the muscles in their arms and legs.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or non-fiction text? What might we learn about muscles?* Discuss how the title and cover pictures help us make predictions. Encourage children to look at the chapter titles on the Table of Contents page. Ask them to make predictions based on the chapter titles.
- Ask children to share their prior knowledge. Ask, *What do you know about muscles? What do you use your muscles for?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.
  - page 3: Ask, *After looking at the Table of Contents page, what do you think we will read about?*
  - pages 4–5: Ask, *What makes our amazing body work? Have you ever wondered how you walk, run, climb, dance, swim or ride a bike? How do you think your muscles help you do these things?*
  - pages 6–7: Ask, *What colour are your muscles? What do you think your muscles look like? Do you think all the muscles have important jobs to do? What do muscles help us to do?*
  - Pages 8–9: Ask, *How do you think our 650 muscles help us move and do things? Do muscles help us sit, walk and stand up tall? Do they help us roll over, yawn and blink our eyes? Do you think we use more muscles when we smile or frown?*
  - pages 10–11: Ask, *Do you find things difficult when you first start doing something? Do your muscles sometimes hurt or become tired? Do you find if you keep doing things over and over again, they become easier? Why do you think your muscles get stronger the more you use them?*
  - pages 12–13: Ask, *How do you think some muscles help move things around inside our bodies? How would the muscles getting tighter and then getting looser or relaxing, help make things move? Do muscles help move blood around our bodies?*
  - pages 14–15: Ask, *Is the heart a big muscle? What does the heart*

*pump around our body? Why do you think the heart does more work than any other muscle? How do you keep your heart healthy? Sometimes when you exercise can you feel your heart beating fast or do you feel out of breath?*

*pages 16–17: Ask, Do the many muscles in our bodies come in different shapes and sizes? Do all muscles have a job to do? Where do you think the smallest muscle is? Why do you think the longest muscle is in our leg?*

*pages 18–19: Ask, Where do you think the widest muscle is? Why do you think strongest muscle is the muscle that helps us chew?*

*Do you think babies are born with the same muscles as adults?*

*pages 20–21: Ask, Do our muscles help us move and play? Why do we need to exercise? Will these exercises help build strong muscles? Is it important to have healthy muscles?*

*pages 22–23: Ask, What can you imagine it would be like if you didn't have muscles? Would you be able to carry your school bag or play on the playground? What other things would you be unable to do? Do we need our muscles to work and play?*

*page 24: Ask, What could we use the glossary for?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they



have read. Ask, *What were the main ideas and supporting details in the text?*

- Discuss how this text is a non-fiction informational text. Talk about the structure of the text and discuss how it organised into chapters and paragraphs.
- Talk about the author's purpose – to inform.
- Ask inferential questions such as: *Would we be able to survive if we didn't have muscles? Why/why not? Why is it important that we can use our muscles without even noticing?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Cloze*: Ask children to talk about muscles and how our bodies use them. Write sentences from the text on the board, but have one word missing. As a group, discuss strategies for working out what the missing word could be. Encourage children to use the sentence content and also support them in recalling facts from the text. Encourage children to re-read the sentence to ensure it makes sense. Get children to complete **PW 85**.
- *Synthesising*: Have children recall the ways their body uses their muscles. Ask them to think of the many ways their body uses muscles throughout the day. Ask, *What things are you able to do because of the muscles in your body?* Get children to complete **PW 71 86**.
- *Recall*: Talk about why our muscles have a very important job. Ask, *What things do our bodies help us do?* Ask children to recall and list the things our muscles help our bodies do.

### Graphophonics

- Identify 'hurt' and discuss the sound the letters 'ur' make. Ask children to brainstorm and record other words that contain this sound.
- Find the word 'bike' 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, identify other words in the text that can be sounded using the silent 'e' strategy.
- Find the word 'muscles' and count the number of syllables. Discuss how it has two syllables. Choose other words from the text and ask children to count the number of syllables.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how readers need to understand word meanings in order to fully comprehend a text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meanings of unknown words. Discuss the following vocabulary: 'amazing', 'easier', 'exercise', 'frown', 'grown', 'imagine', 'pumping', 'relaxing', 'size', 'threads'.
- Ask children to say/write the words in a sentence to show their understanding of the meaning.
- Provide children with blank cards. Have them write a

vocabulary word on each card and the definition of each word on a card. Jumble up the cards and ask children to match the words with the definitions. Children can also use the cards to play games, such as Memory.

- Discuss synonyms and antonyms for each word.
- Ask children to locate the vocabulary words in the text. Encourage them to use the content of the sentence to explain the meaning of the word.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Identify the phrase 'look like a bunch or group, of tiny threads put together'. Discuss the meaning of 'bunch' and 'group'. Talk about the meaning of 'tiny threads'. Ask, *What would it look like if tiny threads are grouped together?*
- Discuss the sentence 'These muscles make things move by getting tight and then getting loose or relaxing'. Ask, *What do the muscles do first? What does the muscle do after it gets tight? What would be the difference between when the muscle is tight and when it relaxes?*
- Discuss the sentence 'The more you exercise, the longer it will take for you to feel out of breath'. Ask, *What happens the more you exercise? What does it mean for something to 'take longer'?* Discuss the meaning of the phrase 'to feel out of breath'.

### Text conventions

- *Table of Contents page*: Ask children to use the Table of Contents on page 3 to find different chapters 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 children might not recognise or understand. Discuss how we can find the meaning of these words in the glossary.

### Writing

- Ask children to discuss why we need muscles in our body. Talk about why they are very important for us so that we can do the things we do every day. Ask children to write a text titled 'Why we need our muscles'.

### ► English Language Learners

- Discuss how the human body is made up of many different parts that all work together. Ask, *What things are on the inside of your body that you cannot see?* Brainstorm and list body parts that are hidden inside your body, such as your heart, bones, muscles and blood. Then talk about the things that are on the outside of your body, such as skin, hair and nails. Get children to complete **PW 87**.

### ► Assessment

- PWs 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 319)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Cloze with words given

- Read the sentences below.
- Complete the sentences using words from the box.

muscles	lifting	over	move	across	blink
up	hurt	frown	become	walked	difficult

## Muscles Help Us Move

We have about 650 muscles that help us \_\_\_\_\_ and do things. They help us sit and stand \_\_\_\_\_ tall. Muscles help us roll over, yawn and \_\_\_\_\_ our eyes. When we smile, we use the \_\_\_\_\_ in our faces.

## Did You Know?

It takes 17 muscles to smile and 43 muscles to \_\_\_\_\_! So it's a lot easier to smile.

Have you ever been swimming, ridden a bike or climbed \_\_\_\_\_ monkey bars? Have you ever \_\_\_\_\_ up a lot of stairs?

When you first started doing these things, you might have found them \_\_\_\_\_. Your muscles might have \_\_\_\_\_ or become tired. But if you keep doing things \_\_\_\_\_ and over again, they become easier. That's because the more you use your muscles, the stronger they \_\_\_\_\_. Your muscles can also become stronger by pushing, pulling and \_\_\_\_\_ things.

### Main teaching focus

*Comprehension:* Cloze with words given.

### Other teaching focus

*Comprehension:* Using word meanings and sentence content to gain meaning from text.

### Teacher's note

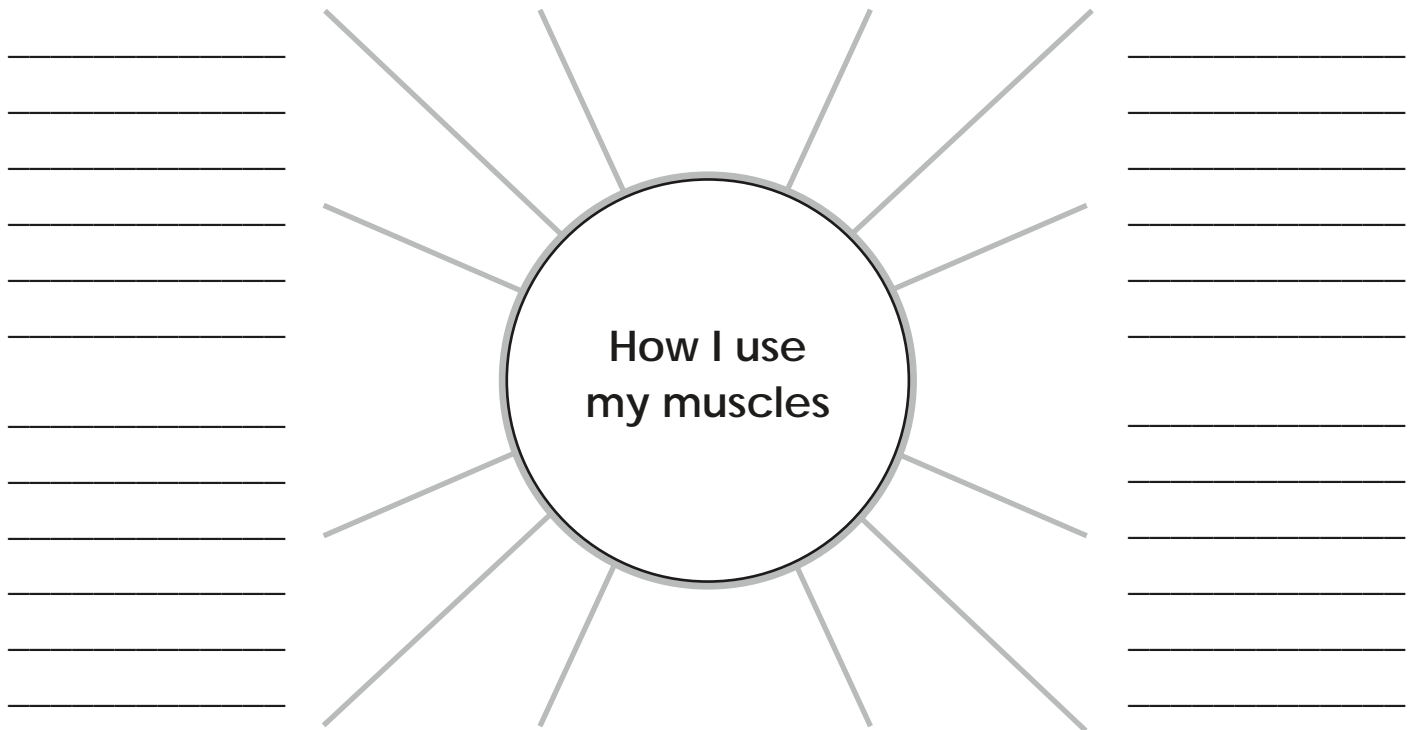
Children complete the sentences by writing words from the box. They then re-read the passage to ensure it makes sense.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# How do I use my muscles?

- Complete the brainstorm by recording the ways your body uses its muscles. Think about how your body uses muscles during the day and at night.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**Main teaching focus**

*Comprehension:* Synthesising – using information in the text to think of new ideas.

**Other teaching focus**

*Comprehension:* Recalling information in a text.

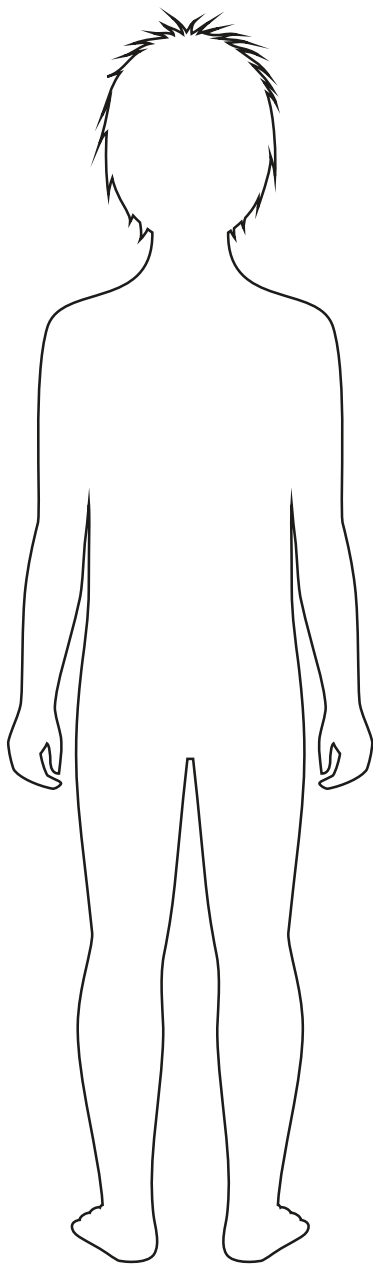
**Teacher's note**

Children think of ways their body uses muscles. They record their ideas to complete the brainstorm.

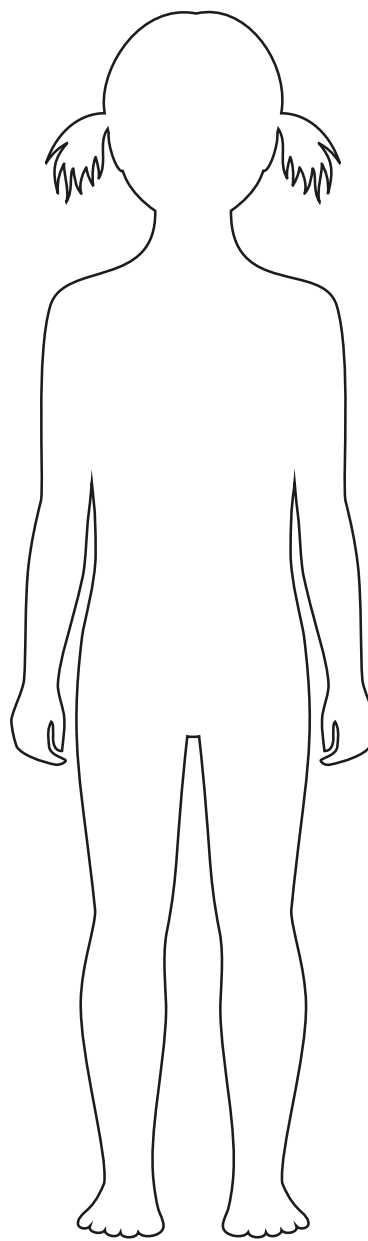
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# My body

- Draw and label the body parts found outside your body: skin, hair and nails.
- Draw and label the body parts found inside your body: heart, muscles and bones.



Outside of my body



Inside of my body

**Main teaching focus**

*Oral language development:* Human body theme

**Other teaching focus**

*Comprehension:* Recalling information in a text; Synthesising

**Teacher's note**

Children draw and label body parts, such as muscles, bones, heart, skin, hair and nails, that are found inside their body and outside their body.

# Games Around the World

Level 23

Non-fiction

Word count: 831

Text type: Informational



**Extending vocabulary** bounce/bounces, country/countries, difficult, gather, interesting, objects, oldest, tag, thrown, understand

**Programme link:** *Games night* (fiction)

**Curriculum links:** community, science/health and well-being, physical activity

**Story summary:** Find out about different games that are played around the world and how to play them. Learn about Hide-and-Seek and how to play Sardines and Forty, Forty. Learn about how spinning tops and jacks can be played in different ways with different materials. Find out about the games Cat and Mouse and Shadows.

## Tuning in

- Have children talk about different games they like to play. Ask, *How do you play these games? Do you play them by yourself or with others?* Have children share why they like to play games.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and cover pictures help us make predictions.
- Ask children to share their prior knowledge. Ask, *What do you know about games around the world? What games do they play in different countries?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text? What knowledge of the world do you have that links with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *Do people all around the world play games? What things can people play games with? What can games teach us?*

pages 6–7: Ask, *Do children all around the world play Hide-and-Seek? What do you think happens when children play Sardines? What will happen when one person is hiding and they are joined by another person and then another person and so on?*

pages 8–9: Ask, *Do you know how to play Forty, Forty? How do you think people get to home base without being seen? What might happen if you get caught on the way back to home base?*

pages 10–11: Ask, *Do spinning tops come in different shapes and sizes? Can they be made from different materials? What different ways can people get spinning tops to spin?*

pages 12–13: Ask, *How might spinning top games be played differently? How could you make your spinning top be the last top spinning? How could you make your spinning top knock over other spinning tops?*

pages 14–15: Ask, *Why do you think people hold hands in*

*a circle when they play Cat and Mouse? How do the cat and mouse get in and out of the circle? What do you think happens if the cat catches the mouse?*

pages 16–17: Ask, *Why do you think Jacks is one of the oldest games played around the world? How might you throw, catch and do tricks with objects? What type of difficult tricks could you do while playing this game?*

pages 18–19: Ask, *What happens if you drop any of the jacks? How might you win Jacks? What type of small things could you use to play Jacks?*

pages 20–21: Ask, *How might you play a game called Shadows? Why does the person who is “it” have to chase the other children? What happens if your shadow is stepped on?*

pages 22–23: Ask, *Are there interesting games played in different parts of the world? Can you play games with objects found around your home? What might happen if you asked your family and friends about their favourite games?*

page 24: Ask, *What could we use the glossary for?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to ‘paint a picture’ as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph),

have children ask and answer questions related to the text they have read.

- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas in the story?*
- Ask inferential questions such as: *Why would you need to play Shadows on a sunny day? How might you play a game with spinning tops if you didn't have anyone else to play with? Which of these games might help you learn to be part of a team?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings.

Choose from the following activities.

### Comprehension

- **Summarising:** Have children recall the games discussed in the text. Write the names of the games on cards. Have children select a card and then retell the group how that game is played. Encourage children to share the number of people that can play and the equipment needed. Have children complete **PW 88**.
- **Answering questions:** Have children recall facts about different games around the world – Hide-and-Seek, spinning tops, Cat and Mouse, Jacks and Shadows. Write multiple choice questions and answers on the board and discuss strategies for working out the correct answer, such as eliminating incorrect answers or referring to the text. Have children complete **PW 89**.

### Phonological awareness/Graphophonics

- Identify 'countries' and discuss the 'ies' ending. Write the words 'country' and 'countries' on the board and explain that when the word changes to the plural, the 'y' is changed to an 'i' and 'es' is added on the end. Have children complete **PW 90**.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Identify 'bounce' and 'bounces' and discuss how they refer to something springing back up after hitting something. Have children describe how a ball bounces.
- Find 'country' and 'countries' and discuss how they refer to large areas of land where people live around the world. Have children identify countries on a map.
- Talk about how if something is 'difficult' it means it is hard to do or understand. Ask, *What things do you find difficult?*
- Discuss 'gather' and how it means to put things together in a collection. Ask, *What would you be doing if you gather some flowers?*
- Talk about how if something is 'interesting' it catches your

attention or interest.

- Identify 'objects' and how it refers to anything that you can see or touch. Have children identify objects around the room.
- Discuss how 'oldest' means something has been around for the greatest number of years. Ask, *Who is the oldest person in your family?*
- Talk about how 'tag' means to touch someone when playing a game. Ask, *What games do you need to tag someone in?*
- Find 'thrown' and discuss how it means something has been sent through the air by using your arm or wrist. Have children show how they would throw something.
- Identify 'understand' and talk about how it means to get the meaning of something. Discuss what it would mean to understand a story.

### Combining vocabulary for better understanding

- Discuss interesting phrases in the text. Talk about how readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the phrase 'home base'. Discuss the meaning of each word and then have children discuss what home base means when playing Forty, Forty.
- Discuss the phrase 'one by one'. Talk about how this means 'one at a time'.
- Discuss the sentence 'A string goes around the top and it is pulled very quickly'. Ask, *Where is the string? What does it go around? How is it pulled?*

### Text conventions

- **Commas:** As a group, discuss commas and have children identify the commas in the text. Model how readers pause at commas.
- **Text emphasis/italic font:** Talk about how some words in the text are shown in italics and how the meaning of these words can be found in the glossary on page 24.

### Writing

- Ask children to think of their favourite game. Have them write an instructional text explaining how to play the game. Ensure they include information about the number of players, equipment needed and the rules of the game.

### ► English Language Learners

- Provide children with a variety of sporting equipment and objects that might be found in homes. Examples are balls, bats, jump ropes, baskets, bottles, cans and boxes. As a group, have children make up a game using the equipment and objects. Encourage children to discuss the object of the game and the rules. Have children play their game.

### ► Assessment

- PWs 88, 89 and 90 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading.
- Collect work samples, e.g. PW 88 could be kept in the child's portfolio.
- Complete Running Record (page 320)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# How do you play?

- Recall how the games are played.
- Write the instructions in the boxes.
- Draw pictures of the games, too.

How do you play Sardines?	Picture

How do you play Cat and Mouse?	Picture

**Main teaching focus**

*Comprehension:* Summarising information in a text

**Other teaching focus**

*Comprehension:* Recalling information in a text

**Teacher's note**

Children summarise how the games 'Sardines' and 'Cat and Mouse' are played. They also draw a picture of each game.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Multiple choice questions

- Read each question and the three possible answers.
- Circle the correct answer.

1. When you find someone when you play Sardines, what do you do?
  - a) Call out, "Found You!"
  - b) Run away
  - c) Hide with them
2. What can spinning tops be made of?
  - a) Paper and straw
  - b) Wood, plastic, or metal
  - c) Glass
3. What can you use to spin a spinning top?
  - a) Your fingers
  - b) String or rope
  - c) All of these things
4. What is a trick you can do in a game of Jacks?
  - a) Throw a jack in the air and gather up the other jacks
  - b) Throw the jacks and try and get them in a basket
  - c) Hide the jacks in sand and find them
5. When is it a good time to play Shadows?
  - a) On a windy day
  - b) On a sunny day
  - c) On any day because the weather doesn't matter
6. If you need a rest when you play Shadows, what can you do?
  - a) Sit down on the grass
  - b) Go and hide
  - c) Go out of the sun into the shade
7. What is something you can learn from playing games?
  - a) How to work as part of a team
  - b) How to tie your shoelaces
  - c) How to wash your hair
8. What do you need to do if you are hiding when you play Forty, Forty?
  - a) Hide until someone finds you
  - b) Shout out, "Forty, forty, I see you!"
  - c) Try to get back to the home base without being seen

**Main teaching focus**

*Comprehension:* Answering literal and inferential questions

**Other teaching focus**

*Comprehension:* Recalling information from a text; eliminating incorrect information

**Teacher's note**







Children read and answer the multiple-choice questions by identifying and circling the correct answer.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# 'ies' words

- Write the plural by changing the 'y' to an 'i' and adding 'es'.
- Draw a picture of the plural.
- Use the new word in a sentence.

Word	Plural	Picture	Sentence
country 			
baby 			
bunny 			
berry 			
story 			
lady 			

**Main teaching focus**

Graphophonics: Making plurals by changing the 'y' to 'i' and adding 'es'

**Other teaching focus**

Comprehension: Word meanings

**Teacher's note**

Children record the plural for each word (with the -ies ending). They draw a picture to show the meaning of the word and use it in a sentence.

# The Team

Level 24 Fiction Word count: 1,013 Text type: Narrative



**Extending vocabulary:** aimed, apart, buzzer, crouched, dribbling, drill, gather, pass, practice, shoot, soared, trained, twice

**Programme links:** *The Team* E-Book, *Playing Team Sports* (non-fiction)

**Curriculum link:** me/family, school, community, physical activity

**Story summary:** Kelly and Mischa belong to the under-11s basketball team, but the boys never pass the ball to them. When a new player, Karl, joins the team, he passes the ball to the girls and includes them in the game. They all play as a team and win the final game.

## Getting started

- Get children to talk about things they know about basketball. Ask, *How do you play basketball? What skills do you need to play basketball?*

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover illustration. Ask children to predict what the text will be about. Ask, *What does it mean to be a team?*
- Encourage children to share their prior knowledge relating to the text. Ask, *Have you ever been part of a team?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *What sport are Mischa and Kelly playing? Do you think Kelly shoots baskets in games?*

pages 6–7: Ask, *Who are the only girls on the team? Why do you think that Nick, Cody and Manuel never pass to them?*

pages 8–9: Ask, *Why would the team be worried that Nick can't play for six weeks? Do you think Mischa and Kelly want the new player to be a boy or a girl?*

pages 10–11: Ask, *Why might the new player, Karl, be working hard at practice? How can they see that he is a good player? Why would Mischa and Kelly be moving apart when it is time to do the drill?*

pages 12–13: Ask, *Why would Kelly and Mischa be surprised when Karl wants to join them? How are they working together?*

pages 14–15: Ask, *What do you think surprised the girls? Why do you think Karl shared the ball around and passed to whoever was free? How did Kelly score her first basket?*

pages 16–17: Ask, *Why is everyone happy for Kelly? What might Manuel be thinking? Why was it a great game?*

pages 18–19: Ask, *Do you think the players believe they can win the final game? How do you think they feel when the scores are even? Why would Nick be sitting next to Coach Brown?*

pages 20–21: Ask, *What might be happening in the close game? What might Nick be shouting to Kelly? Do you think Kelly gets the ball through the hoop? How do you think they feel when they win the game?*

pages 22–23: Ask, *Why are they shaking hands with the other team? What has Coach Brown got in his hand? Who should be in the team photo?*

page 24: Ask, *How do you think the team will play next year? Do you think they have learned to play as a team?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about.
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using a tool such as a dictionary.
- **Visualising:** Discuss visualising and ask children to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events?*
- Ask inferential questions such as: *How do you think Mischa and Kelly feel when they don't get the ball? Why was Manuel surprised when Kelly got the basket? How do you know they are playing as a team now? Why did they include Nick in the photo?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children

found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Inferring*: Encourage students to use details in the text and background knowledge to form answers. Ask children to retell the characters' actions. Flip through the text and get children to infer how the characters felt at different stages. On the board, write sentences about different events and ask children to explain how the characters felt in that situation. Get children to complete **PW 91**, recording characters' feelings.
- *Prediction*: Talk about how the team changed the way they were playing. Ask, *What things showed they were playing more like a team?* Discuss good sportsmanship and how to play team sports fairly. Ask children to identify events that showed team members being unfair. Ask children to predict what the team will or will not do next year. Get children to record their predictions on **PW 92**.

### Graphophonics

- Talk about how the 'k' in 'knelt' is silent. On the board, write other words that have a silent 'k' at the beginning, such as 'knee', 'know' and 'knew'. Get children to practice reading these words.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Identify 'aim' and talk about how it means to 'point toward'. Discuss how when you aim at something you are heading towards a goal or target.
- Discuss how 'apart' refers to something separating or moving away. Ask children to put their hands together and then ask them to move their hands apart.
- Talk about how 'buzzer' refers to the noise made by a timer or bell. Ask, *Why would there be a buzzer in a basketball game?*
- Discuss how 'crouched' means 'squatting' or 'bent down'. Get children to crouch on the floor.
- Talk about how 'dribbling' refers to someone bouncing the ball as they run. Ask children to role-play how they would dribble a ball. Talk about how the word 'dribbling' can also refer to someone drooling or slobbering.
- Talk about how 'drill' is an exercise that you are practising. Discuss how the word 'drill' can also refer to a tool used for making holes.
- Discuss 'pass' and how it refers to throwing or delivering the ball. Get children to pass a book to each other.
- Talk about how 'shoot' refers to throwing the ball toward the basket. Discuss how 'shoot' can also mean to strive for something such as a goal.

- Identify 'soared' and talk about how it means something was flying. Ask, *What would you see if a plane was soaring through the sky?*
- Talk about how 'trained' means 'practised' or 'exercised'. Ask, *What things have you trained for?*
- Identify 'twice' and talk about how it means something is done two times. Ask children to clap their hands twice.
- *Synonyms*: Discuss how synonyms are words that have a similar meaning. Find 'threw' in the text and ask children to think of words that have a similar meaning, such as 'tossed' and 'chucked'. Get children to complete work on synonyms and antonyms on **PW 93**.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Find the sentence 'She bounced twice, stepped around a player from the other team and aimed at the basket'. Ask, *After she had bounced the ball two times, who did she step around? Which team was that player from?* Ask children to explain what Kelly did with the ball as she aimed at the basket. Encourage children to draw pictures to show these events.
- Discuss the sentence 'It reached the edge of the basket and then dropped through'. Ask, *Where is the edge of the basket? What would the ball look like as it drops through?*

### Text conventions

- *Commas*: As a group, discuss commas and ask children to identify the commas in the text. Model how readers pause at a comma.
- *Speech marks*: Discuss speech marks. Explain that text between speech marks is what a character says. Ask children to identify speech marks in the text.

### Writing

- Get children to retell a time they have played a sport. Ask them to explain what they did, what happened in the game and how they were fair players. Get children to write a recount about their experience.

### ► English Language Learners

- Take children to a basketball court and have them practise dribbling, passing, catching and shooting. Encourage them to use these terms as they complete different drills and exercises. Get children to play a game of basketball and support them in communicating effectively and appropriately.

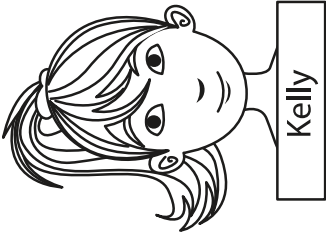
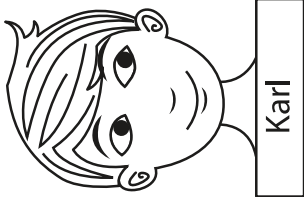
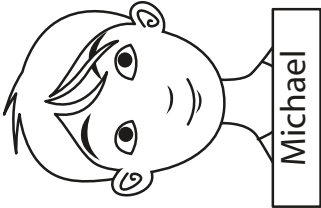
### ► Assessment

- PWs completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 73 could be kept in the child's portfolio
- Complete Running Record (page 321)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Inferring characters' feelings

- Write how each character felt at the beginning, middle and end of the story.

	Beginning	Middle	End
 <p>Kelly</p>			
 <p>Karl</p>			
 <p>Michael</p>			

**Main teaching focus**

*Comprehension:* Recalling events from the beginning, middle and end of a text; inferring characters' feelings.

**Other teaching focus**

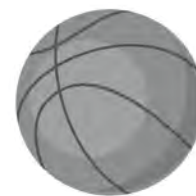
*Comprehension:* Identifying similarities and differences in characters' feelings.

**Teacher's note**

Children recall each character's feelings at the beginning, middle and end of the story. They record their responses in the appropriate boxes in the table.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Predicting



- Predict how the team will play next year. Write things the team will be doing and will not be doing in the table.
- Answer the question at the bottom of the page.

I predict the team will ...	I predict the team will not ...

Why do you predict the team will play this way?

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**Main teaching focus**

*Comprehension:* Predicting events after reading a text.

**Other teaching focus**

*Comprehension:* Providing reasons for predictions; recalling information from a text and applying ideas to new situations.

**Teacher's note**

Children predict how the team would play next year. They record things the team would and wouldn't do when playing together. Children then answer the question.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Word meanings

**You will need:** coloured pencils or crayons



- Read the words in the middle of the boxes.
- Write synonyms and antonyms for the words. Draw pictures to show the meanings of the words. Write a sentence using each word.

Synonyms	Antonyms
soared	
Sentence	Picture

Synonyms	Antonyms
crouched	
Sentence	Picture

**Main teaching focus**

*Vocabulary:* Extending vocabulary – understanding word meanings and definitions.

**Other teaching focus**

*Vocabulary:* Using vocabulary in different contexts.

**Teacher's note**

Children write synonyms and antonyms for the words given. They also draw pictures to show the meanings of the words and write the words in sentences.

# Racing CD Rocket



Level 24 Fiction Word count: 920 Text type: Narrative

**Extending vocabulary:** axles, gathered, glared, leaped, looped, powered, puzzled, similar, trial

**Programme links:** *Racing CD Rocket E-Book, Magnetic Racing Car* (non-fiction)

**Curriculum link:** me/family, school, creative play

**Story summary:** Josh designs and builds a great racing car for the Science Week car race. However, in the trial race, the CD wheels slip on the shiny floor. Then Josh has a better idea! He covers the CD wheels with balloons so they will grip the floor. In the race, CD Rocket blasts to the finish and it is a tie for first place!

## Getting started

- Give children a variety of toy cars, such as push-along, pull-back and wind-up cars. Get children to move the cars along a table. Discuss what makes each of them move. Ask, *Which is the fastest car?*

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover illustration. Ask children to predict what the text will be about. Ask, *What characters do you think will be in the text? Do you think it will be a fiction or non-fiction text? What do you think a CD rocket is?*
- Encourage children to share their prior knowledge relating to the text. Ask, *Have you ever raced a rocket? Have you ever designed a racing car?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

*pages 4–5: Ask, Why do you think Josh is so excited about the car race for Science Week? How do you think he has planned a car that is powered by rubber bands?*

*pages 6–7: Ask, What are Josh, Mum and Dad spending Saturday morning doing? What are they using the cardboard box for? What are they using to make the axles? What did Josh decide to use as the wheels?*

*pages 8–9: Ask, How does Josh loop the rubber band around the axles? What would happen to the rubber band when the back axle gets turned around? Why do you think they would call the car CD Rocket?*

*pages 10–11: Ask, What do you think happened in the trial race on Monday? Why didn't CD Rocket work at school on the shiny floor? Why did Danny's car, The Beast, beat CD Rocket?*

*pages 12–13: Ask, What has Dad found that someone dropped? What idea do you think Josh has had?*

*pages 14–15: Ask, Why is Josh cutting the balloons? How is he stretching them? Why do you think he covered the wheels with the balloons?*

*pages 16–17: Ask, Why would they test CD Rocket on the wooden living room floor? What happened when they let go of the rubber band? What happened to Sooty the cat?*

*pages 18–19: Ask, Where has everyone gathered for the race? How is the track marked on the floor? Why would Josh be nervous?*

*pages 20–21: Ask, Why was everyone bending over their cars? What happened when Mr Lew shouted, 'Go'?*

*pages 22–23: Ask, Why would everyone be cheering? Are all the cars zooming toward the finish line? Which cars crossed the finish line together? Why is Mr Lew raising Josh and Danny's arms?*

*page 24: Ask, What do you think will happen next year when Josh tries to beat The Beast?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about.
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using a tool such as a dictionary.
- **Visualising:** Discuss visualising and ask children to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events?*
- Ask inferential questions such as: *Why do you think Josh decided to use CDs to make the wheels? Why didn't Danny's car slip on the floor?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Visualising*: Get children to explain why Josh would have made plans for his CD Rocket. Encourage children to think of CD Rocket and then visualise what the plans would have looked like. Discuss what items Josh would have been planning to use. Ask, *Would the balloons have been on Josh's original plans?* Get children to draw the plans on **PW 94**.
- *Cause and effect*: Talk about how certain events can influence or cause other things to happen. On a sheet of paper, write causes from the text, such as 'The CD wheels slipped on the floor'. Ask, *What did this event cause to happen? How did it influence the character's actions?* Ask children to write the effects next to the causes on the paper, such as 'Sooty the cat leaped in the air and hid under the table'. Get children to complete **PW 95**), determining causes and effects.

### Graphophonics

- Discuss the number of syllables in words in the text. Find 'rocket' and get children to clap and count the number of syllables. Discuss how it has two syllables. Ask children to identify words from the text that have one, two or three syllables.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explain word meanings.
- Talk about how 'axles' refers to poles that are connected to the wheels. Discuss how the wheels need to be able to spin on the axle.
- Discuss how 'gathered' means to collect or bring things together. Get children to gather pencils.
- Talk about how 'glare' refers to an angry or fierce look. Ask children to glare at a partner.
- Discuss how 'looped' means going around or circling. Ask children to think of times when they loop things.
- Talk about how 'puzzled' means 'confused' or 'baffled'. Ask, *What things have puzzled you?*
- Discuss how 'similar' means 'almost the same'. Ask children to identify things that are similar in the room.
- Discuss how 'trial' refers to trying something out. Ask, *Why is it a good idea to give some things a trial?*
- *Synonyms*: Discuss how synonyms are words that have a similar meaning. Find 'thin' in the text and ask children to

think of words that have a similar meaning, such as 'skinny' and 'narrow'. Repeat with other words from the text and list them on paper.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Find the phrase 'powered by rubber bands' and discuss how the rubber band makes the car move. Ask, *How would a rubber band power something? What happens when you pull back a rubber band?*
- Discuss the phrase 'the outsides of four old pens'. Ask children to articulate which part is the outside of the pen.
- Talk about the phrase 'looped the rubber band around both ends of the back axle'. Discuss what is happening to the rubber band. Ask, *What would it look like if it was looped?* Get children to describe what is meant by 'both ends of the back axle'. Ask children to draw pictures.

### Text conventions

- *Commas*: As a group, discuss commas and ask children to identify the commas in the text. Get children to show how they pause at commas.
- *Chapters*: Get children to locate the three chapters in the text. Ask, *Why would a text be written in chapters?* Encourage children to talk about the main things that happened in each chapter.

### Writing

- Get children to retell the steps in which Josh made CD Rocket. Discuss the time order words 'first', 'then', 'next', 'after', 'later' and 'finally'. Encourage children to use these words to sequence their ideas when retelling the steps. Ask, *What materials did he use?* As a group, draw pictures on the board showing the steps. Encourage children to re-read the text and look at the illustrations to help them recall the process. Get children to complete **PW 96**), writing and drawing the steps.

### ► English Language Learners

- Give children the items that Josh used to make CD Rocket – four old CDs, a cardboard box, rubber bands, the outsides of four old pens, craft sticks, tape, glue and balloons. Encourage children to make their own CD rocket by following the process that Josh did. Encourage them to use vocabulary from the text, such as 'axle', 'looped', 'body' and 'wheels'.

### ► Assessment

- PWs 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 322)

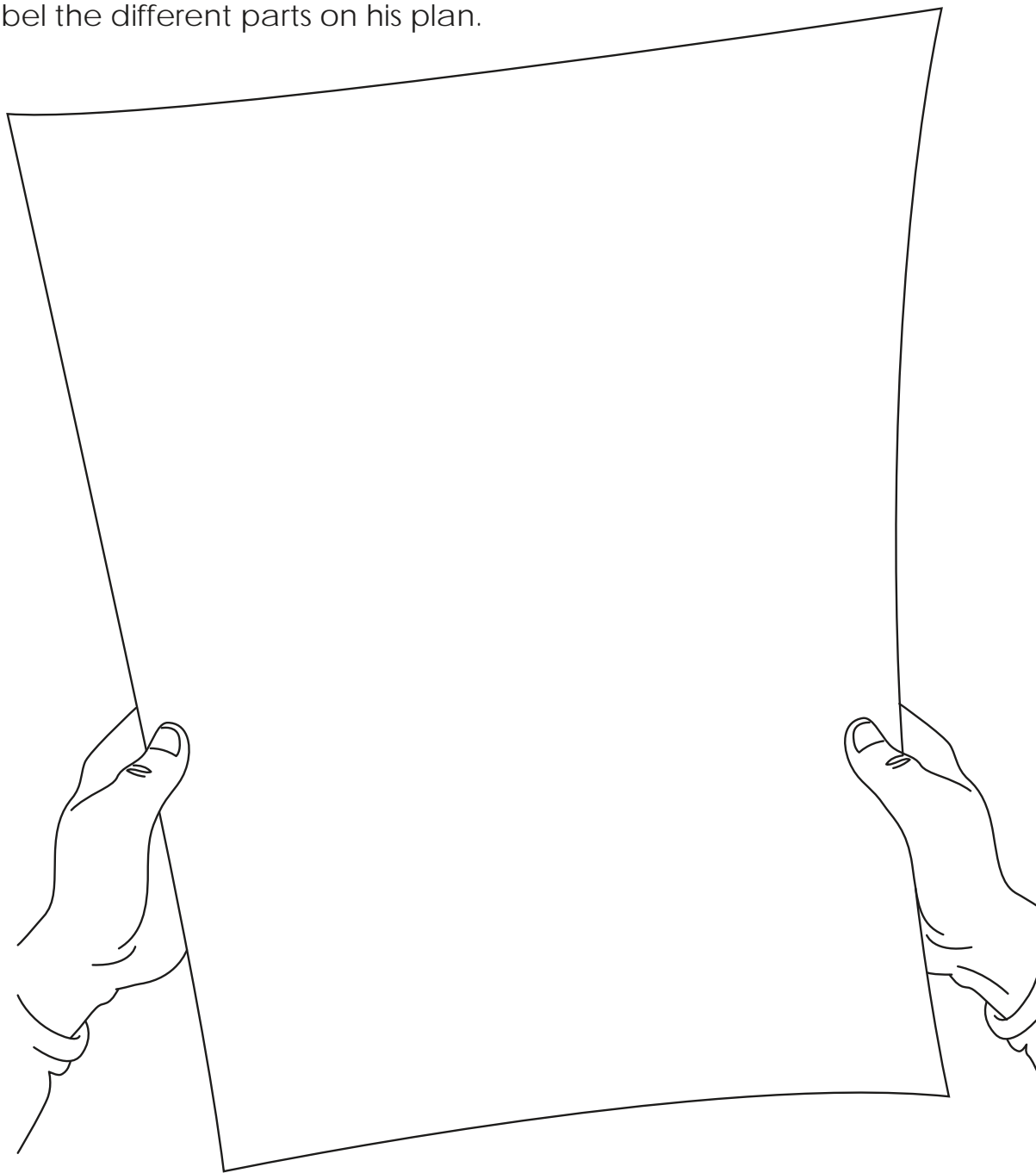


Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Visualising

**You will need:** coloured pencils or crayons

- Draw a picture to show what you visualise Josh's plans for his racing car looked like.
- Label the different parts on his plan.

**Main teaching focus**

*Comprehension:* Visualising – creating an image in their mind.

**Other teaching focus**

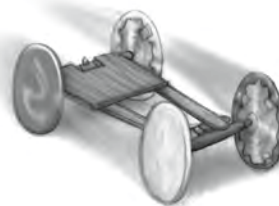
*Comprehension:* Representing ideas in a text; using vocabulary introduced in a text.

**Teacher's note**

Children draw a picture to represent how they visualised Josh's plans for CD Rocket. They label things that Josh was intending to use.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Cause and effect



- Read the causes and effects from the text.
- If the cause is given, write the effect.
- If the effect is given, write the cause.

Cause	Effect
The CD wheels slipped on the shiny floor.	
Danny's car had huge rubber wheels.	
	Josh had to think of a way to fix CD Rocket.
Dad found some balloons dropped on the ground.	
	Sooty screeched and leaped into the air and then disappeared under the table.
Josh put balloons over the CD wheels.	
	Josh was too nervous to smile.
	Mr Lew took Josh and Danny by the hands and raised their arms in the air.

**Main teaching focus**  
Comprehension: Cause and effect; inferring.

**Other teaching focus**  
Comprehension: Recalling events from a text.

**Teacher's note**

Children read the causes and effects from the story. If a cause is given, then they write the effect it had. If an effect is given, children write the cause of it.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Writing a procedural text



**You will need:** coloured pencils or crayons

- List and draw the materials needed to make CD Rocket.
- Write sentences that explain how to make CD Rocket.
- Use the time-order words to sequence the steps in your writing.
- Draw a picture to match each step.

## Materials

## Steps

Sentences	Pictures
First	
Then	
Next	
After	
Later	
Finally	

**Main teaching focus**

*Writing:* Writing a procedural using time-order words.

**Other teaching focus**

*Comprehension:* Recalling events from a text.

**Teacher's note**

Children list and draw the materials needed to make CD Rocket. Then they write sentences about the steps in making CD Rocket using the time-order words to sequence their ideas. Children draw pictures to match each step.

# A Baby Panda is Born



Level 24 Realistic Fiction Word count: 866 Text type: narrative

**Extending vocabulary:** damp, freely, hollow, reserve, roam, shrinking, survive, wander

**Programme links:** *A Baby Panda is Born* E-Book, *Mammals* (non-fiction)

**Curriculum links:** animals, community, environment, science

**Text summary:** Mother Panda lives high up in the mountains and is getting ready for the birth of her baby. Baby Panda is born and grows quickly. Farmers cutting bamboo come closer and closer, so there is less food for Mother Panda and Baby Panda. Then scientists take Mother Panda and Baby Panda to live in a special reserve so they are safe.

## Getting started

- Talk about pandas. Ask, *What do pandas look like? Where do they live? What do they eat?* Provide children with a piece of paper and have them draw pictures of pandas.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the story will be about. Ask, *Do you think it will be a fiction or non-fiction text? What do you think will happen to Mother Panda and Baby Panda?* Discuss how the title and cover pictures help us make predictions. Ask children to read the blurb and discuss what they think will happen. Ask them to make predictions based on the chapter titles.
- Ask children to share their prior knowledge. Ask, *What do you know about pandas? How do pandas survive in the forest?*
- Ask children to make connections using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.
  - page 3: Ask, *After looking at the Table of Contents page, what do you think we will read about?*
  - pages 4–5: Ask, *Where is Mother Panda getting ready for the birth of her baby? Where is the mist?*
  - pages 6–7: Ask, *What do you think Mother Panda can hear far below her misty mountain home? Why do you think the farmers are cutting down the forest?*
  - pages 8–9: Ask, *Why do you think the pandas have had to move higher up the misty mountain side? Why wouldn't there be enough bamboo for Mother Panda to eat this winter?*
  - pages 10–11: Ask, *Where has Mother Panda made her den ready for her baby to be born? Do you think the other forest animals know that something wonderful was about to happen?*
  - pages 12–13: Ask, *What is the baby panda like when it is first born? Why do you think Mother Panda is close to her baby?*
  - pages 14–15: Ask, *Does Baby Panda grow bigger day by day? What colour fur does she have by the time she is one month old? Where does she have black and white spots?*
  - pages 16–17: Ask, *What type of games do you think Baby Panda plays with her mother? Why do you think her favourite game is to jump on Mother Panda's back and go for a ride?*

pages 18–19: Ask, *Why do you think the farmers were coming closer and closer every day? Why do you think Mother Panda has to start to eat eggs and fish? Do you think Baby Panda also needs a large amount of bamboo to stay alive? Why isn't there enough bamboo for Mother Panda and Baby Panda?*

pages 20–21: Ask, *What do you think the scientists are going to do? Why might they be moving Mother Panda and Baby Panda to a safer place? How are the scientists helping the pandas?*

pages 22–23: Ask, *Where have the scientists taken the two pandas? Is the special reserve far away from the misty mountainside? Do the pandas have everything they need to survive in this safe place? Are the pandas still in danger?*

page 24: Ask, *Would everything be different for Mother Panda? Is it good that they have plenty of food in their new home?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text, get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas and supporting details in the text?*
- Discuss how this text is realistic fiction. Talk about how it is like a 'true story'. Ask, *Do you think the author included any factual information in this fiction text?*

- Talk about the structure of the narrative and ask children to identify the orientation, complication and resolution. Discuss how the story is organised into chapters and paragraphs.
- Talk about the author's purpose for writing the text – to entertain.
- Ask inferential questions such as: *Why hadn't there been enough bamboo for the pandas this winter? Why did Mother Panda have to eat things like eggs and fish? Why did the scientists decide to take Mother Panda and Baby Panda to the reserve? Do you think it is better for Mother Panda and Baby Panda to live in the reserve or in their natural habitat?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Visualising*: Discuss the descriptive language used in the text. Talk about how descriptive language helps readers visualise and make images in their mind as they read. Ask children to re-read the text on page 4 and get them to identify the descriptive language, such as 'mist hung like white sheets' and 'the air was chilly and damp'. Ask, *What image do you have in your mind after reading these phrases?* Provide children with coloured pencils and paper and have them draw a picture of what they visualised. Get children to complete **PW 97**.
- *Cause and effect*: Discuss the relationship between cause and effect. Talk about how certain events can influence or cause other things to happen. On a large sheet of paper, write causes from the text, such as 'The farmers were cutting down large sticks of bamboo'. Ask, *What did this event cause to happen? How did it influence other events in the story?* Ask children to write the effects next to the causes on paper, such as 'There was less bamboo for the pandas to eat'. Get children to complete **PW 98**.
- *Recall*: Talk about the structure of a narrative story. Ask children to identify the orientation, complication, series of events and resolution in the text.

### Graphophonics

- Identify 'enough' and discuss the 'ough' word ending. Model the sound these letters make. Brainstorm other words that contain 'ough', such as 'rough'.
- Find the word 'air' and discuss the 'ai' vowel digraph. Ask children to think of and record other words that contain this sound.
- Find the word 'growing' and discuss the long vowel digraph 'ow'. Discuss the sound these letters make in this word. Also identify and discuss the 'ing' suffix.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how readers need to understand word meanings in order to fully comprehend a text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Discuss the following vocabulary: 'damp', 'freely',

'hollow', 'reserve', 'roam', 'shrinking', 'survive', 'wander'.

- Ask children to say/write the words in a sentence to show their understanding of the meaning.
- Provide children with blank cards. Have them write a vocabulary word on each card and the definition of each word on a card. Jumble up the cards and ask children to match the words with the definitions. Children can also use the cards to play games, such as Memory.
- Discuss synonyms and antonyms for each word.
- Ask children to locate the vocabulary words in the text. Encourage them to use the content of the sentence to explain the meaning of the word.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Identify the sentence 'The mist hung like white sheets among the bamboo plants'. Discuss what it means when the 'mist hung'. Ask, *Why do you think it looked like white sheets? Where was the mist hanging?*
- Discuss the phrase 'as the sky turned from pink to orange to purple'. Ask, *What colour was the sky? How did the sky change? Why do you think the sky was changing colour?*
- Discuss the phrase 'day by day'. Talk about how it means every day or one day at a time.
- Talk about the phrase 'a fresh start'. Discuss how it means 'a new beginning'. Ask, *Why do you think we say 'a fresh start'?*

### Text conventions

- *Commas*: As a group, discuss commas and ask children to identify the commas in the text. Get them to show how they pause at commas.
- *Chapters*: Ask children to locate the four chapters in the text. Ask, *Why do you think a text would be written in chapters?* Encourage children to talk about the main things that happened in each chapter.

### Writing

- Ask children to talk about what they know about pandas. Have them discuss their appearance, their diet, their habitat and their behaviour. Encourage children to research facts about pandas online if necessary. Get them to write an information report about pandas using the template on **PW 99**.

### ► English Language Learners

- Discuss how the forests were being cut down in the text. Ask, *Why were the bamboo forests being cut down?* Talk about the effects of the forests being cut down. As a group, complete a PMI by identifying the pluses, minuses and interesting points relating to the forests being cut down.

### ► Assessment

- PWs 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 323)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Descriptive language

**You will need:** coloured pencils

- Read the sentences and underline the descriptive language.
- Draw a picture of what you visualised as you read the sentences.

Underline the descriptive language	What I visualise
In China high up in the mountains, Mother Panda was getting ready for the birth of her baby. The mist hung like white sheets among the bamboo plants.	
It was late afternoon and the air was chilly and damp. Small animals hurried along the leafy forest floor trying to get home before dark.	
As the evening sky turned from pink to orange to purple, Mother Panda made her den in a hollow tree.	
The early morning light came through the bright green bamboo. And a tiny baby panda was born. She was as light as an apple and just a little longer than a pencil. The baby panda was tiny and pink. She had very little hair and no black and white markings like her mother.	
By the time she was one month old, she had soft black and white fur. She had a white face, black ears and two black spots over her eyes. She also had black fur around her back and all her legs were black, too.	

**Main teaching focus**

Comprehension: Identifying and interpreting descriptive language.

**Other teaching focus**

Comprehension: Visualising

**Teacher's note**

Children read the sentences and underline the descriptive language. They then draw a picture to show what they visualised as they read the sentences.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Cause and effect

- Read the causes and effects from the text.
- If the cause is given, write the effect.
- If the effect is given, write the cause.

Cause	Effect
The farmers were cutting down the large sticks of bamboo.	
	The farmers were cutting down the large sticks of bamboo.
	The pandas had to move higher up the misty mountainside.
	Mother Panda ate some little mice, eggs and fish.
Baby Panda was always hungry!	
	They searched for bamboo for many hours, day after day.
The scientists came to save Mother Panda and Baby Panda.	
Mother Panda and Baby Panda moved to a large reserve.	

**Main teaching focus**

Comprehension: Cause and effect; inferring.

**Other teaching focus**

Comprehension: Recalling events from a text.

**Teacher's note**

Children read the causes and effects from the story. If a cause is given, then they write the effect it had. If an effect is given, children write the cause of it.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Panda report

**You will need:** Coloured pencils

- Write an information report about pandas.
- Write paragraphs about what it looks like, where it lives and what it eats.
- Draw a labelled picture of a panda.

What does it look like?	Where does it live?
What does it eat?	Labelled picture

**Main teaching focus**

*Writing:* Writing an information report; writing paragraphs with supporting details.

**Other teaching focus**

*Comprehension:* Recalling events from a text; sorting and classifying facts.

**Teacher's note**

Children write an information report about pandas, including paragraphs describing what pandas look like, where they live and what they eat. Then they draw and label a picture.



# Ukulele Liam



Level 24 Realistic Fiction Word count: 1,001 Text type: narrative

**Extending vocabulary:** amazed, angrily, hollow, mistake, nervous, performed, plucked, reason, shrink, strummed, truth

**Programme links:** *Ukulele Liam* E-Book, *The Sounds Around Us* (non-fiction)

**Curriculum links:** me/family, school, music

**Text summary:** Liam has been practicing his ukulele and is excited to play a song for his dad. The next day he plays a song for his class. Tanya and her friends laugh and tease him. Liam decides he doesn't want to play the ukulele any more. Then the Ukulele Youth Band visits the school and Liam wants to play his ukulele again. Even Tanya asks for his help with her ukulele.

## Getting started

- Talk about ukuleles. Ask, *What is a ukulele? How do you play a ukulele? What sound does a ukulele make?* As a group, look at videos online of people playing ukuleles. Ask children to describe how they sound.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the story will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and cover pictures help us make predictions. Ask children to read the blurb and discuss what they think will happen. Ask them to make predictions based on the chapter titles.
- Ask, *What do you know about ukuleles? Have you ever played a ukulele? What does a ukulele sound like?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

page 3: Ask, *After looking at the Table of Contents page, what do you think we will read about?*

pages 4–5: Ask, *What is Liam playing for Dad? Why would he need to strum the strings over and over?*

pages 6–7: Ask, *Why would Dad be clapping loudly? Why has Liam frowned when Dad called it a tiny guitar?*

pages 8–9: Ask, *Why do you think Liam was so nervous that his knees were shaking? Do you think Liam is happy that it is over?*

pages 10–11: Ask, *What were Tanya and her friends doing near the playground at break? Why would they say he is a baby if he plays a little guitar? Did Liam find them funny?*

pages 12–13: Ask, *Why do you think Liam made up different stories when Dad asked why he wasn't practising his ukulele?*

pages 14–15: Ask, *Do you think Ms Tang can tell that something was wrong? Why would Liam tell her that the ukulele is a stupid instrument for babies?*

pages 16–17: Ask, *What surprise has Ms Tang organised for her class? Why do you think Ms Tang organised for the Ukulele Youth Band to come to play for them?*

pages 18–19: Ask, *What sizes are the ukuleles? Would it take practice and skill to play all the ukuleles? What sound do you think*

*is made when the strings on the bass ukulele are plucked?*

pages 20–21: Ask, *What sound would fill the room when the band begins to play? Do you think Liam wants to join in? How would Liam be able to tell that the other children enjoyed it, too?*

pages 22–23: Ask, *What did Liam do when he got home from school? Why do you think he told Ms Tang he would play his ukulele for the school? Why might Liam be surprised when he sees Tanya playing a ukulele?*

page 24: Ask, *Why would Liam expect Tanya to say something terrible? Why do you think Tanya said sorry for teasing him? Why would Tanya want Liam to teach her how to play the ukulele?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources to fully comprehend the text – embedded clauses, negation, linking across phrases/ paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events in the text?*
- Discuss how this text is fiction. Talk about the structure of the narrative and ask children to identify the orientation, complication and resolution. Discuss how the story is organised into chapters and paragraphs.
- Talk about the author's purpose for writing the text – to entertain.

- Ask inferential questions such as: *Why did Liam change his mind about playing his ukulele for the school? What could Liam have done to stop Tanya from teasing him? What type of person do you think Liam is after he helped Tanya even though she had been mean to him?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Summarising:* Ask children to identify the author and illustrator of the text by look at the front cover. On the board, write the words 'Characters', 'Setting' and 'Plot'. Next to 'Characters', ask children to draw who was in the story. Get them to record information about where the story took place next to 'Setting', then get them to record events next to 'Plot'. Encourage children to talk about their favourite part of the story. Get children to complete **PW 100**.
- *Characters:* Ask children to identify the characters in the story. Encourage them to recall what the characters said and did. List information about each character on the board. Then ask children to use this information to infer characters' personalities and traits. Ask, *What type of person were they?*
- *Recall:* Ask children to recall what happened in the text. Encourage them to complete a story map by sequencing the events from the story.

### Graphophonics

- Identify 'I've' in the text. Write 'I've' and 'I have' on the board and discuss how the apostrophe is written in place of some of the letters when the words are joined. Ask children to identify other contractions in the text.
- Find the words 'strum' and 'strummed'. Discuss how the letter 'm' is doubled before the 'ed' suffix is added. Talk about how the 'ed' suffix indicates that the word is in past tense. Locate other words that end with 'ed'.
- Find the word 'news' and discuss the long vowel digraph 'ew'. Discuss the sound these letters make in this word. Brainstorm other words that contain 'ew'.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how readers need to understand word meanings in order to fully comprehend a text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Discuss the following vocabulary: 'amazed', 'angrily', 'hollow', 'mistake', 'nervous', 'performed', 'plucked', 'reason', 'shrink', 'strummed', 'truth'.
- Provide children with blank cards. Have them write a vocabulary word on each card and the definition of each word on a card. Jumble up the cards and ask children to match the words with the definitions.
- Discuss synonyms and antonyms for each word. Get children to complete **PW 101**.

- Ask children to locate the vocabulary words in the text. Encourage them to use the content of the sentence to explain the meaning of the word.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Identify the phrase 'full-size ukulele' and talk about how 'full size' means that it is the normal size.
- Discuss the phrase 'couldn't believe his eyes' and talk about how it means that he sees something that is a real surprise.
- Discuss the phrase 'they strummed and plucked'. Ask, *How are they playing the ukulele?*
- Talk about the sentence 'He played song, after song, after song'. Discuss how it means he was one song and then another song.

### Text conventions

- *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. Write the text from page 15 on a sheet of paper. Tell children to colour over the words that are between the speech marks. Have them role-play the conversation by reading the text between the speech marks. Get children to complete **PW 102**.
- *Commas:* As a group, discuss commas and ask children to identify the commas in the text. Ask children to show how they pause at commas.
- *Chapters:* Ask children to locate the four chapters in the text. Ask, *Why do you think a text would be written in chapters?* Encourage children to talk about the main things that happened in each chapter?

### Writing

- Discuss how Liam felt before he performed on his ukulele for his class. Ask, *Why do you think he felt nervous? Why were his knees shaking?* Talk about other things that can happen when you are nervous, such as your palms sweating and your voice being soft. Ask children to talk about a time they have been nervous. Encourage them to talk about how they managed their nerves. Ask, *Was everything alright once your nerves passed?* Ask children to write a recount of their experience.

### ► English Language Learners

- Discuss musical instruments. As a group, brainstorm and record musical instruments. Encourage children to describe what the instruments look like and how they sound. Discuss how instruments can be classified as woodwind, strings or percussion. Classify and sort musical instruments.

### ► 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 324)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Book report

- Record the title, author and illustrator of the story.
- Record the characters, setting and plot of the story.
- Record your favourite part and explain why it was your favourite part.

Title
Author
Illustrator
Characters
Setting
Plot
My favourite part

**Main teaching focus**

*Comprehension:* Recalling characters, setting and plot from text; summarising

**Other teaching focus**

*Text conventions:* Identifying author and illustrator

**Teacher's note**

Children record the title, author and illustrator. They then record sentences about the characters, setting and plot. Children then write about their favourite part and explain why they liked that part.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Vocabulary ladders

**You will need:** coloured pencils

- Record the meaning of the words.
- Record synonyms and antonyms.
- Write the word in a sentence.
- Draw a picture to match the word.



angrily
Meaning:
Synonym:
Antonym:
Sentence:
Picture:

shrink
Meaning:
Synonym:
Antonym:
Sentence:
Picture:

plucked
Meaning:
Synonym:
Antonym:
Sentence:
Picture:

**Main teaching focus**

*Vocabulary:* Extending vocabulary; understanding word meanings

**Other teaching focus**

*Vocabulary:* synonyms; antonyms

**Teacher's note**

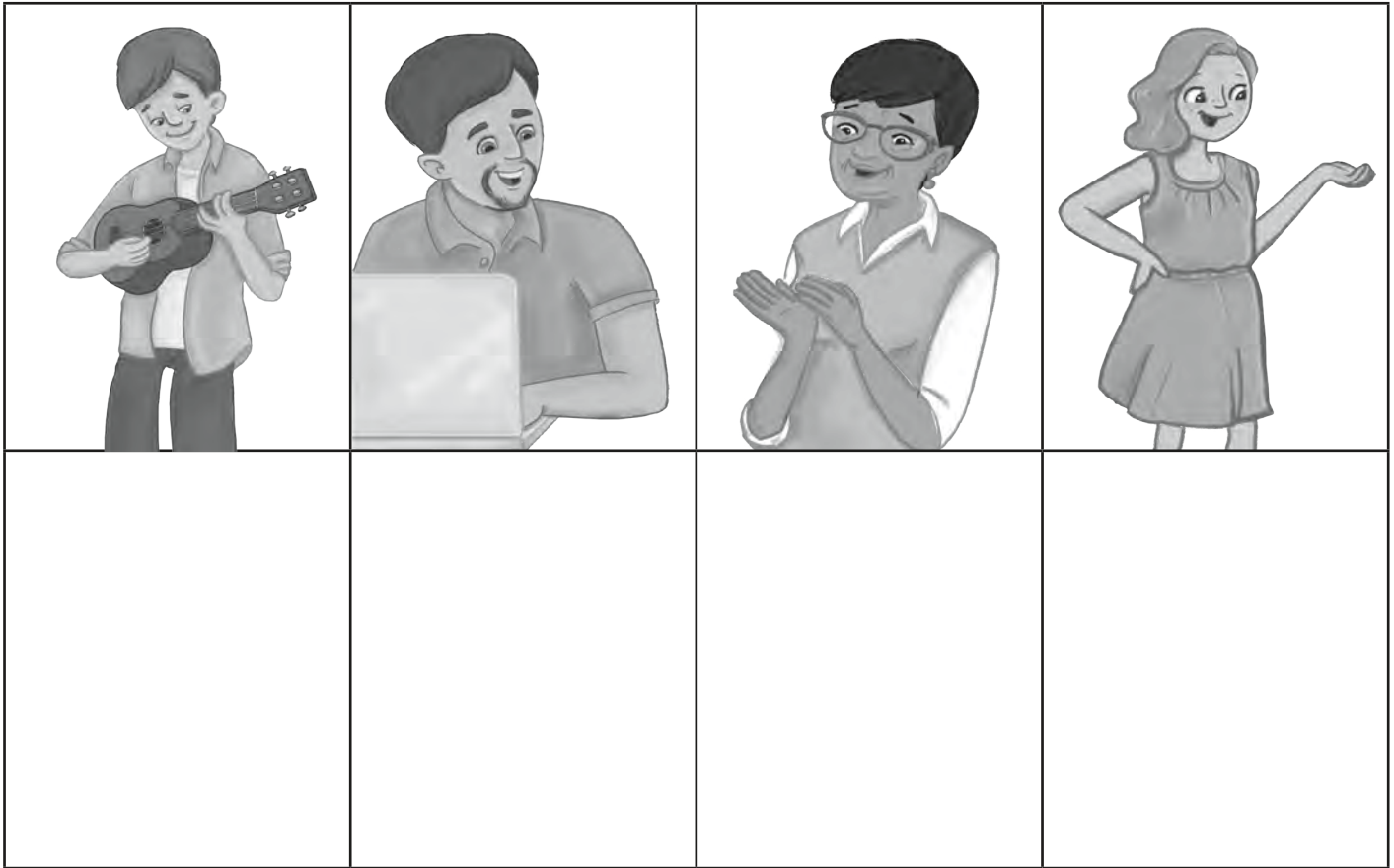
Children record the meaning, a synonym and an antonym for each word given. They also write the word in a sentence to show its meaning and draw a picture.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Who said that?

**You will need:** scissors, glue

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



<p>"Hey Liam! How did your guitar shrink? It looks like it was made for a baby. Are you a baby, Liam?"</p>	<p>"If you want me to play for our school, I think I can do it now."</p>	<p>"Wow! That was great! You're getting really good at playing that tiny guitar, aren't you?"</p>	<p>"I understand if you feel nervous about playing in front of so many people."</p>
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**Main teaching focus**

Text conventions: Recognising and understanding speech marks.

**Other teaching focus**

Comprehension: Recalling events from 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 below the character who said them in the story.

# A Surprise for Mrs Magee

Level 24

Fiction

Word count: 947

Text type: Narrative



**Extending vocabulary:** daughter, decide, decided, prepare, preparing, sight, squeeze, summer

**Programme links:** *States of Matter* (non-fiction)

**Curriculum links:** celebrations, community, me/family, science

**Story summary:** Aiden and Olivia organise a surprise party for Mrs Magee. Mum takes her to the store and Aiden and Olivia set up the party with Mrs Magee's daughter, Anna. The greenhouse is very hot. The balloons pop and the icing on the cupcakes melt. Mrs Magee arrives home and is surprised. They go inside to celebrate with ice cream.

## Tuning in

- Talk about surprise parties. Ask, *What is a surprise party? What would you need to prepare if you were organising a surprise party?* Have children talk about why it would be nice to organise a surprise party for someone.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover illustration. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and cover illustration help us make predictions.
- Ask children to share their prior knowledge. Ask, *What do you know about surprise parties? How is a surprise party different from a regular party?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustration as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text? What knowledge of the world do you have that links with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *Why do you think Mum is asking Mrs Magee to help her choose a plant at the garden shop? Why do you think Aiden and Olivia are hiding behind the fence? What surprise are they going to organise when Mum is gone with Mrs Magee?*

pages 6–7: Ask, *Who had won first prize at the garden show? What are they going to do to celebrate? Why might the surprise party be even more special with Mrs Magee's daughter there, too?*

pages 8–9: Ask, *Why do you think Anna arrived with balloons shaped like flowers? What things are they preparing for the party?*

pages 10–11: Ask, *What clever plan did they come up with so they could set up for the party? What are Anna, Aiden and Olivia going to do when Mum takes Mrs Magee to the garden shop? Where are they going to take everything they need for the party?*

pages 12–13: Ask, *Where is Olivia carefully carrying the lemonade? What is clinking inside the jug of lemonade? What did they put over the table? Where are they tying the balloons?*

pages 14–15: Ask, *Do you think it is warm or cold inside the greenhouse? Where is Aiden placing the cupcakes? Who are they waiting for?*

pages 16–17: Ask, *Is it hot inside the greenhouse? What is happening to the ice in the lemonade? What is happening to the chocolate and candy on the cupcakes? What is happening to the balloons? How are Aiden and Olivia feeling?*

pages 18–19: Ask, *Who has pulled up in the driveway? Where is Mum taking Mrs Magee? What do you think is the pop they hear coming from the greenhouse?*

pages 20–21: Ask, *What did Mrs Magee see when they opened the greenhouse door? Why are Aiden and Olivia sad? Why does Anna have a big smile on her face?*

pages 22–23: Ask, *Is Mrs Magee surprised? Why did everything go wrong? Should they go inside where it will be cooler? What did Mrs Magee buy to celebrate winning a prize?*

page 24: Ask, *Why are they proud of Mrs Magee? Why are they going to go inside to celebrate?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to

'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*

- **Questioning:** After reading the text (chapter, page or paragraph), have children ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events?*
- Ask inferential questions such as: *Why were Aiden and Olivia hiding behind the fence when Mum talked to Mrs Magee? Why could they hear car doors in the driveway? Why did the balloons pop? Why did the chocolate and ice melt? Why do you think it was a good idea to include Mrs Magee's daughter in the surprise party? If they plan another surprise party in the future, what might they do differently?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings.

Choose from the following activities.

### Comprehension

- **Summarising:** Discuss the events of the story and talk about how the text is organised into chapters. Talk about how a text can be summarised by retelling the main events in each chapter. As a group, reread the first chapter 'Mum Takes Mrs Magee to the Shop' and identify the main events. Have children summarise the text, using **PW 103** to record their chapter summaries.
- **Visualising:** Discuss the importance of visualising and making a picture in your mind as you read. Have children reread passages of text (paragraph, page or chapter) and focus on visualising as they read. Provide them with paper and pencils for them to draw a picture of what they visualised. Ask them to describe their picture. Have children complete **PW 104**.

### Phonological awareness/Graphophonics

- Find 'squeezed' and discuss the initial blend 'squ'. Talk about how these letters are sounded together as 'squ' rather than separately as 's-q-u'. Brainstorm and record other words that begin with 'squ'.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings. Have children complete **PW 105**.
- Talk about 'decide' and 'decided'. Discuss how if you decide to do something, you choose to do it. Ask, *What have you decided to do today?*
- Identify 'prepare' and 'preparing'. Discuss how they refer to

getting ready for something. Have children talk about how they prepare themselves for school each morning.

- Talk about 'squeeze' and how it means to press something hard with your hands. Have children show how they would squeeze toothpaste out of a tube. Discuss how squeeze can also mean to push something into a space, even if there is not very much room. Ask, *What might you see if I were trying to squeeze some clothes into a suitcase?*
- Identify 'summer' and talk about how it is one of the seasons. Discuss how summer is the time of year when the weather is hotter and it stays light out longer in the evenings.

### Combining vocabulary for better understanding

- Discuss interesting phrases in the text. Talk about how readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Discuss the phrase 'what was left of the balloons'. Talk about what would be left of the balloons. Have children describe how the balloons had changed.
- Discuss the phrase 'prepare the greenhouse'. Ask, *What does it mean to prepare something? What would they be doing if they were preparing the greenhouse?*

### Text conventions

- **Commas:** As a group, discuss commas and have children identify the commas in the text. Model how readers pause at commas.
- **Speech marks:** Discuss speech marks. Explain that text between speech marks is what a character is saying. Have children identify speech marks in the text.

### Writing

- Have children imagine that they are Aiden and Olivia. Have them write a letter to Mrs Magee to congratulate her on winning first prize at the garden show.

### ► English Language Learners

- Have children organise a surprise party. Have them decide who the party is for, where and when the party will happen and what they will do at the party. Then have children make lists of things to prepare and organise.

### ► 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 325)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Chapter summaries

- Write the main events of each chapter to summarise the book.

Mum Takes Mrs Magee to the Shop
Anna and the Children Get Busy
Things Start to Warm Up
Surprise!

**Main teaching focus**

*Comprehension:* Summarising the main events in a story

**Other teaching focus**

*Comprehension:* Recalling events from a text

**Teacher's note**

Children summarise each chapter by recalling and recording the main events.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Visualise and describe

**You will need:** coloured pencils

- Read each passage.
- Draw a picture to show what you visualised.
- Write sentences to describe what you visualised.

Text	Visualise	Describe
<p>Anna had arrived early that morning. She came into the house holding some balloons. Some were shaped like flowers. The balloons were tied to green strings and they floated in the air!</p>		
<p>Olivia and Aiden picked some lemons from the tree in their yard. Anna helped the children squeeze them to make a big jug of lemonade.</p>		
<p>Mum laughed when she saw the mess of chocolate on the tray. Then she saw what was left of the balloons. "I hadn't thought about how hot the greenhouse would get!" said Mum. "After all, it is summer!"</p>		

**Main teaching focus**

*Comprehension:* Visualising – creating in their mind to represent ideas in the text

**Other teaching focus**

*Comprehension:* Understanding events in a text

**Teacher's note**

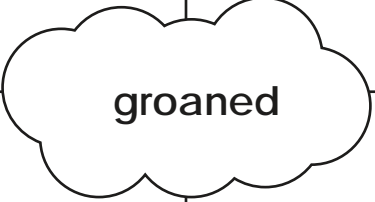
Children visualise ideas in the text and record their descriptions.

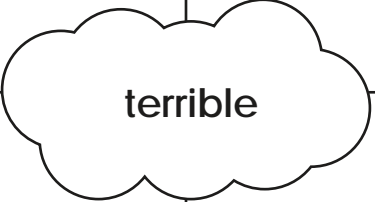
Name: \_\_\_\_\_ Date: \_\_\_\_\_

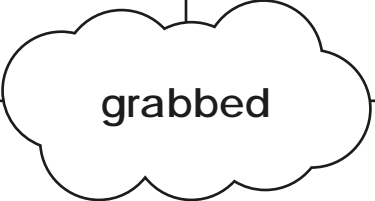
# Word meanings

**You will need:** coloured pencils

- Read the word in the middle of the boxes.
- Write synonyms and antonyms for the words. Draw pictures to show the meanings of the words. Write a sentence using each word.

Synonym	 <p><b>groaned</b></p>	Antonym
Sentence		Picture

Synonym	 <p><b>terrible</b></p>	Antonym
Sentence		Picture

Synonym	 <p><b>grabbed</b></p>	Antonym
Sentence		Picture

**Main teaching focus**

*Vocabulary:* Extending vocabulary – understanding word meanings and definitions

**Other teaching focus**

*Vocabulary:* Using vocabulary in different contexts

**Teacher's note**

Children write synonyms and antonyms for the given words. They also draw pictures to show the meanings of the words and write the words in sentences.

# Playing Team Sports

Level 24 Non-fiction Word count: 1,011 Text type: Report



**Extending vocabulary:** allowed, competition, depend, either, enjoyable, expected, halves, including, indoor, practice

**Programme links:** *Playing Team Sports* E-Book, *The Team* (fiction)

**Curriculum link:** community, physical activity

**Text summary:** Learn about two of the most popular team sports in the world – basketball and football. Find out how these sports began, the basic things you need to know about the sports and the rules. Learn why playing a team sport is a great thing to do.

## Getting started

- Brainstorm different team sports. Ask, *What does it mean to play on a team?* Ask children to consider different sports equipment and how the games are played.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or non-fiction text? What things do you think you will learn when reading this text?*
- Get children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *Why would playing any sport be healthy for your body and your mind? What would the teams be doing if they are playing in a competition? What do you learn when you play a team sport?*

pages 6–7: Ask, *How do you think basketball began?*

pages 8–9: Ask, *What is the shape of a basketball court? Where are the baskets on the court? How many teams do you think play basketball at a time?*

pages 10–11: Ask, *Why might there be different rules for different aged players? How do you think you win a game of basketball? How do you think you get a free shot from the free-throw line?*

pages 12–13: Ask, *How do you think the players move the ball from one end of the court to the other? How would you stop the other team from shooting a goal?*

pages 14–15: Ask, *What part of your body do you use to move the ball when you play football?*

pages 16–17: Ask, *What is the shape of a football pitch? How is the pitch divided up? What different lines are there on the pitch? How many teams play at a time? What would the referee do?*

pages 18–19: Ask, *Why might there be different rules for different aged players? How would your team win a game of football? What do you think the goalkeeper's job is?*

*How would you move the ball down the pitch? How would you get the ball from the other team?*

pages 20–21: Ask, *Why would you need to learn the rules and skills of the game you choose to play? Why would you need to practise and work with your team?*

pages 22–23: Ask, *How could people in wheelchairs play team sports? What are the most important things about team sports?*

page 24: Ask, *What could you use the glossary for? What could you use the index for?*

## Reading the text

- Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about.
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using a tool such as a dictionary. Encourage children to use the glossary on page 24.
- Visualising:** Discuss visualising and ask children to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas in the text?*
- Ask inferential questions such as: *Why would playing a team sport be enjoyable? What might happen if there wasn't a referee in team sports? How would practicing together help your team?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Answer questions:* On strips of paper, write questions about basketball and football that encourage children to recall information from the text. Have each child choose a strip of paper with a question on it and encourage each child to answer it for both football and basketball. Discuss how the answers were similar or different. Get children to complete **PW 106**, answering questions and comparing the two sports.
- *Sorting:* Talk about how the text is written in chapters. Discuss how the headings help readers to know what they will be reading about. Ask children to identify the title 'How Basketball Began'. Ask, *What did we read about in this part of the text?* Talk about how all the sentences under this heading relate to this topic. Write each of these headings at the top of sheets of paper: 'How Basketball Began', 'Basketball Basics' and 'The Rules of Basketball'. Ask children to record facts under each title. Get children to complete **PW 107**, matching information and headings.

### Graphophonics

- Identify 'throw' and talk about the long vowel digraph 'ow'. Discuss the sound these letters make in this word. Ask children to find 'coach' and identify the 'oa' digraph. Talk about how the same sound is made with different letters. Encourage children to brainstorm and record words that contain 'ow' and 'oa'.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explain word meanings.
- Identify 'allowed' and discuss how it refers to something that you have permission for. Ask children to identify things they are allowed to do at school.
- Discuss how 'competition' refers to a contest with a winner. Ask, *What competitions have you entered?*
- Discuss the meaning of 'depend'. Encourage children to use it in different sentences.
- Talk about how 'either' tells us there is a choice between two things. Say, *You can either walk or hop around the table.*
- Discuss how 'enjoyable' refers to something pleasant.
- Find 'expected' and discuss how it refers to things that you should do or need to know. Ask children to talk about things that they are expected to do at school.

- Identify 'halves' and talk about how it refers to the two pieces when something is separated into two equal parts. Get children to cut pieces of paper into halves.
- Identify 'including' and discuss how if you are including something, it means you are counting it.
- Discuss how 'indoor' means 'inside'. Compare to 'outdoor'.
- Talk about how 'practise' means to do something over and over to get better at it. Ask, *What things have you had to practice?*

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the phrase 'follow the rules'. Ask children to explain how this means to do what is expected. Ask, *What rules do you follow at school?*
- Discuss the phrase 'the inside of your foot'. Encourage children to put their feet together and talk about where the outside and inside of their feet would be.
- Discuss the phrase 'it's really up to you' and discuss how this means that it depends on the effort of the individual.

### Text conventions

- *Text emphasis/italic font:* Talk about how some words in the text are shown in italics. Discuss how readers can find the meaning of these words in the glossary on page 24. Get children to complete **PW 108**, matching words and definitions.
- *Headings:* Ask children to identify the headings in the text. Discuss how the headings help readers to understand what will be on each page.

### Writing

- Talk about the similarities and differences between basketball and football. Ask, *How are these team sports the same/different?* Discuss how the games began, what they are played on and the rules. Ask children to write a text that compares and contrasts aspects of these games. Encourage children to separate their ideas into paragraphs and include supporting details.

### ► English Language Learners

- Get children to play a game of basketball or football. Encourage them to read and refer to the text to understand how to play. Focus on developing children's language, communication and sportsmanship.

### ► Assessment

- PWs 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 326)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Answering questions



- Answer the questions about basketball and football.
- Compare and contrast the two team sports by answering the questions at the bottom.

	Basketball	Football
What is it played on?		
How many players are on each team?		
Who makes sure the players follow the rules?		
How do you score points?		
How can you move the ball?		

How are the two team sports similar?

---

How are the two team sports different?

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**Main teaching focus**

*Comprehension:* Answering literal questions; comparing and contrasting information in a text.

**Other teaching focus**

*Comprehension:* Recalling events from a text.

**Teacher's note**

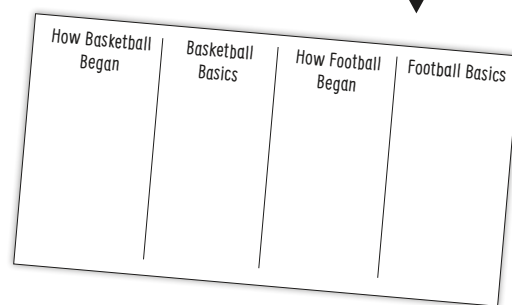
Children answer the questions about basketball and football and record the answers in the table. Then they compare and contrast the information and answer the questions explaining how the sports are similar and different.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Sorting

**You will need:** a sheet of paper, scissors, glue

- Across the top of the sheet of paper, write the titles 'How Basketball Began', 'Basketball Basics', 'How Football Began' and 'Football Basics'.
- Cut out and read the sentences. Paste them under their matching title on the sheet of paper.



✂ Although football can be played inside, it is usually played outside on a pitch in the shape of a rectangle.

At each end there is a basket, which is placed at just over ten feet (three meters) high.

Players wear shin pads on their legs.

Basketball began in the United States in 1891.

You usually play basketball on an indoor court in the shape of a rectangle.

At each end of the court there is a semicircle – this is known as the three-point line.

The first rule book for football was written in 1863 in England. Football is known as football in some countries.

Usually there is a flag in each corner of the pitch.

A football coach wanted to keep his football players fit when they couldn't practise outside. So he nailed a basket to the wall at each end of the gymnasium and told his players to throw the ball into it. That was the start of basketball.

Games where a ball is moved by a player's feet, rather than their hands, have been played for thousands of years.

## Main teaching focus

*Comprehension:* Identifying the main idea; bundling and grouping together sentences.

## Other teaching focus

*Comprehension:* Understanding features of paragraphs.

## Teacher's note

Children write the titles 'How Basketball Began', 'Basketball Basics', 'How Football Began' and 'Football Basics' at the top of a sheet of paper. They read and cut out the sentences, then paste them under the appropriate heading on the paper.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Glossary

**You will need:** coloured pencils or crayons

- Read the word meanings.
- Write the words in the box next to their meaning in the table.

coach court divided  
 exercise field goal gymnasium  
 rectangle referee rules  
 semicircle shin pads skill  
 train travelling wheelchair

Meaning	Word	Meaning	Word
Grassy playing area		Split into parts	
The laws of a game		Half a circle	
A chair on wheels for a disabled person		Something that needs practice to do well	
A large hall for games or exercise		A space for a ball game	
Taking too many steps in basketball without dribbling		To do something over and over so you get better at it	
A shot that goes through a basket or into a net		Pads to protect shins (front of the lower leg)	
A shape with four straight sides		Moving to keep fit and healthy	
A person who trains players		Someone who makes sure players follow the rules	

**Main teaching focus**

Text conventions: Understanding and using a glossary.

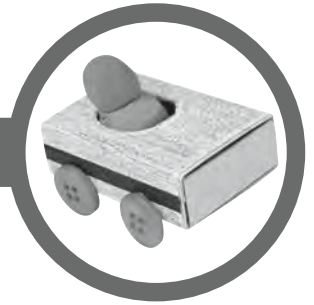
**Other teaching focus**

Vocabulary: Word meanings and definitions.

**Teacher's note**

Children match and write the words in the box with their meanings in the table.

# Magnetic Racing Car



Level 24 Non-fiction Word count: 802 Text type: Procedural

**Extending vocabulary:** area, attach/ed/ing, collect, decide, decision, downward, facing, gathered, ideal, improve, prepare, search, underneath

**Programme links:** *Magnetic Racing car E-Book, Racing CD Rocket* (fiction)

**Curriculum link:** creative play, science

**Text summary:** Learn how to make and decorate a magnetic racing car using a small box and a magnet. Find out how to turn a cardboard box into a racetrack. You can then race your car around the track without touching it by using the magnetic force!

## Getting started

- Give children toy cars and get them to make a racetrack around the table. Encourage children to race the toy cars around the track. Discuss how the cars moved. Ask, *What other ways could you get a toy car to move?*

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover picture. Ask children to predict what the text will be about. Ask, *What do you think you could do with a magnetic racing car?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover picture as prompts. Ask, *How does this text link with your personal experiences?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

*pages 4–5: Ask, What materials will you need to make a magnetic racing car and its racetrack?*

*pages 6–7: Ask, What type of box would be ideal to make a magnetic racing car? Where could you look to get different ideas on how to decorate your racing car?*

*pages 8–9: Ask, Why would it be a good idea to cover the box with white paper before you decorate it? What could you use to make the wheels? What would you need to do if you decided to put a driver in the car?*

*pages 10–11: Ask, Where do you attach the magnet? Why do you think the magnet needs to go in the middle?*

*pages 12–13: Ask, Where do you need to cut the round hole in the large cardboard box? How big does the hole need to be? Why would you cover the bottom of the box with a piece of white paper?*

*pages 14–15: Ask, What would you draw around the outside of the paper? What things would you include on the racetrack? How would you decorate the surrounding area?*

*pages 16–17: Ask, Where do you glue the decorated piece of paper? How could you make trees and people? How would making tabs at the bottom make them stand upright?*

*pages 18–19: Ask, What does one end of the string get taped*

*to? Why do you think a horseshoe magnet is called a horseshoe magnet? What do you tie the other end of the string around? pages 20–21: Ask, Where would you place the car on the racetrack? What would you do with the magnet when you put your hand through the hole? What would you see happen as you move the magnet?*

*pages 22–23: Ask, What different things could you do with the racetrack and a stopwatch? How could you have two cars racing on the track?*

*page 24: Ask, What could you use the glossary for? What could you use the index for?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about.
- Get children to read the text independently (chapter, page, or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using a tool such as a dictionary. Encourage children to use the glossary on page 24.
- **Visualising:** Discuss visualising and ask children to ‘paint a picture’ as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas in the text?*
- Ask inferential questions such as: *Why would you cover the box with white paper before decorating it?*



Why don't the wheels on the racing car need to be able to move?  
What makes the racing car move?

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Sequencing*: Get children to discuss how the magnetic racing car and racetrack were made. Ask, *What materials were needed?* On strips of paper, get children to record sentences that explain the steps. Shuffle up all the sentence strips and ask children to sequence them, then draw pictures to match. Get children to complete **PW 109**, sequencing the steps.
- *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 with specific answers. For example, if the question begins with 'who', then the answer will be about a person. On the board, write: 'After you have gathered some ideas, decorate your small box so it looks like a racing car'. Ask children to think of questions that this sentence answers. For example, 'What do you decorate?' Get children to complete **PW 110**, writing questions to match answers given.
- *Recall*: Ask children to talk about the items used to make the car and racetrack. Make a list, then ask children to explain what the materials were used for. Get children to complete **PW 111**, linking sentence beginnings and endings.

### Graphophonics

- Identify 'enough' and talk about the 'ough' word ending. Discuss the sound these letters make in this word. Encourage children to brainstorm and record other 'ough' words, such as 'rough' and 'tough'.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Identify 'area' and discuss how it refers to a particular space. Ask children to identify different areas in the school.
- Discuss how 'attach/ed/ing' means to join or stick things together. Ask, *What can you use to attach things together?*
- Talk about how 'decide' refers to making a decision or choosing something. Encourage children to 'decide' if they want to walk or hop around the table.
- Discuss how 'decision' means having a choice and how if you make a decision you have chosen something.

- Identify 'facing'. Discuss how it means to look toward or be opposite something. Get children to face the window.
- Talk about how 'gathered' means to get things together. Get children to gather some pencils from the table.
- Discuss how 'ideal' means 'just right' or 'perfect'.
- Talk about how 'improve' means to 'get better'. Ask, *What things have you improved at?*
- Identify 'prepare'. Discuss how it means to 'get ready'. Ask children to explain how they prepare themselves for school.
- Discuss how 'search' means to 'look for something'. Hide a ball and encourage children to search for it.
- Locate 'underneath' and talk about how it means 'under' or 'below'. Ask children to look underneath the table.
- Talk about how 'whole' refers to something that is complete. Ask, *What would a whole apple look like?*

### Combining vocabulary for better understanding

- Discuss interesting phrases in the text. Talk about how readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the sentence 'The hole must be large enough for your hand to go through'. Get children to consider what size hole their hand would fit through. Encourage children to draw pictures to show their understanding.
- Discuss the phrase 'your picture will stand out more'. Encourage children to explain what 'stand out' means.
- Discuss how the phrase 'around the outside of the paper' refers to the space near the edge of the paper.

### Text conventions

- *Text type – procedural*: Talk about how this is a non-fiction text that tells how to make a magnetic racing car and a racetrack.
- *Index*: Get children to identify the index on page 24. Model how readers look at the index to find out which page a particular topic is on.

### Writing

- Get children to make a magnetic racing car and racetrack. Then ask children to write a recount, sequencing their ideas in paragraphs and including supporting details.

### ► English Language Learners

- Give children magnets and a variety of magnetic and non-magnetic items, such as paper clips, nails, pins, pencils, bouncy balls and clothespegs. Encourage children to explore the magnetic force and how they can move other objects. On a large sheet of paper, draw a table for children to record items that are and are not attracted to magnets.

### ► Assessment

- PWs completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 88 could be kept in the child's portfolio
- Complete Running Record (page 327)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Sequencing

**You will need:** coloured pencils or crayons



- Read the sentences and draw pictures to match.
- Write numbers next to your pictures to show the order they happened.  
For example, write '1' next to the first step and '2' next to the second step.

Step	Picture	Order
Attach a magnet to the underneath of the car using strong glue. Make sure that you attach the magnet to the middle.		
Turn the box upside down so that the opening of the box is facing downwards. Find a piece of white paper that is the same size as the bottom of the box.		
Decorate a small box so that it looks like a racing car. You could cover it in white paper and then decorate it. Small wheels can be attached to the box.		
Tape one end of the string inside the box, below the round hole that has been cut into the side of the box. Now tie the other end of the string around the horseshoe magnet.		
Get a large cardboard box and cut a round hole in the side of the box. The hole must be large enough for your hand to go through.		
Place your car on the racetrack. Then, while holding the horseshoe magnet, put your hand through the hole. Hold the horseshoe magnet under your racetrack, just beneath your car. Make sure the open end of the magnet is touching the box.		
Before gluing the paper to the box, carefully draw a racetrack around the outside of the paper. Colour in the racetrack and decorate the surrounding area.		

**Main teaching focus**

*Comprehension:* Sequencing; visualising while reading sentences.

**Other teaching focus**

*Comprehension:* Recalling the sequence of events from a text.

**Teacher's note**

Children draw pictures to match the sentences. They sequence the sentences by recording the order in which they happened. For example, children would write '1' next to the first step and '2' next to the second step.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Writing questions



- Write two questions to match each sentence.  
The first one has been done for you.

Sentence	Question
You will need a very small box – an old matchbox is ideal.	<i>What size box will you need?</i> <i>What type of box is ideal?</i>
Once your racing car is finished, attach a small magnet to the underneath of the car using strong glue.	
Before gluing the paper to the box, carefully draw a racetrack around the outside of the paper.	
You could then make trees, houses and people out of coloured paper and attach these to your racetrack.	
The next step is to cut a piece of string. Tape one end of the string inside the box, below the round hole.	
As you carefully move the horseshoe magnet, you will be amazed to see your racing car move, too!	

**Main teaching focus**

Comprehension: Writing questions that a text answers.

**Other teaching focus**

Comprehension: Clarifying and extending thinking through questioning.

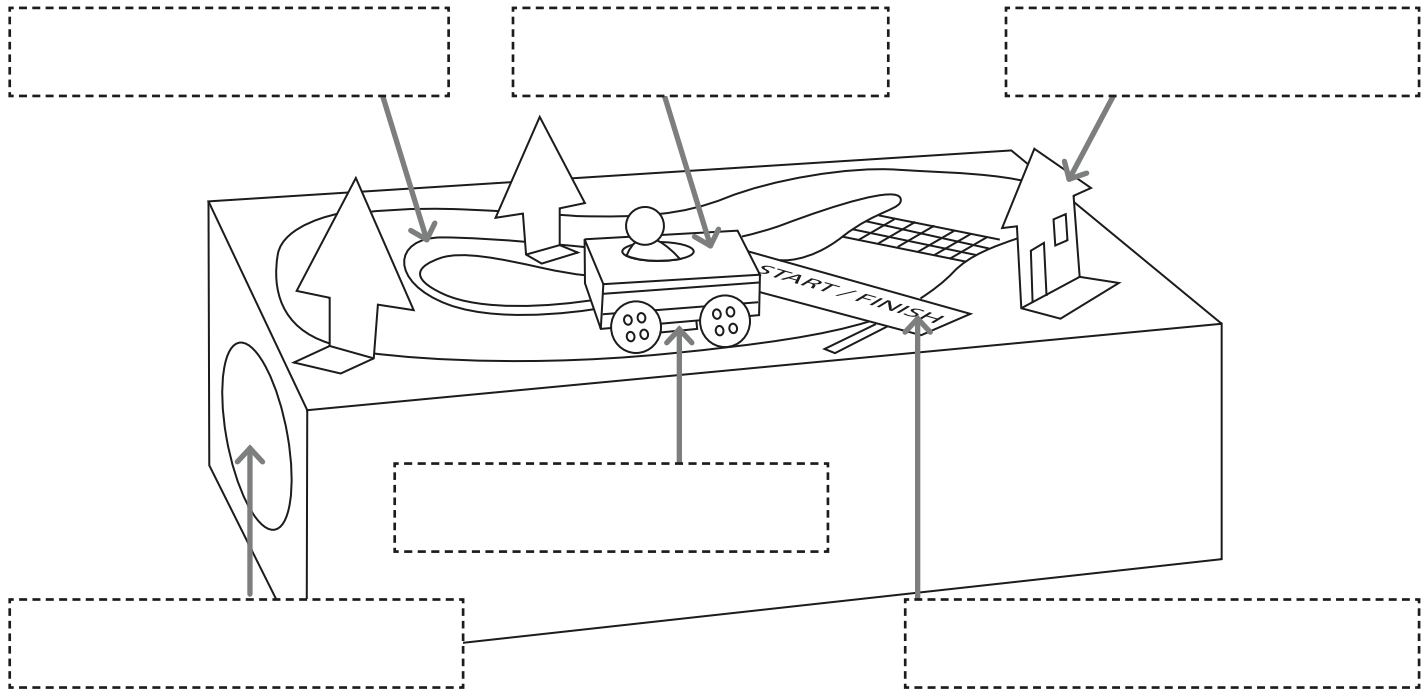
**Teacher's note**

Children read each passage of text and then write two questions that are answered by these sentences. They record their questions in the second column.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Recall

- In each box, write what was used to make that part of the magnetic racing car and track.



- Draw lines to match the sentence beginnings with the sentence endings.

Drawing stripes down the side of your box

It is a lot easier to draw on white paper than on cardboard

If you decide to put a driver in the car,

You could then make trees, houses and people out of coloured paper

you might need to make a hole in the box.

and attach these to your racetrack.

just like a real racing car is a good idea, too.

and your picture will stand out more.

### Main teaching focus

*Comprehension:* Recalling information from a text; Summarising – identifying the most important information.

### Other teaching focus

*Comprehension:* Ensuring sentences and reading make sense.

### Teacher's note

Children recall and write what was used to make the magnetic racing car and racetrack. Then they link the sentence beginnings and endings.

# Mammals



Level 24 Non-fiction Word count: 864 Text type: informational

**Extending vocabulary:** change, deciding, difficult, easier, enormous, joins, piece, reptile, survive, types, warm-blooded

**Programme links:** *Mammals E-Book, A Baby Panda is Born* (fiction)

**Curriculum links:** science, animals, environment

**Text summary:** Learn about mammals and what they have in common – they make milk to feed their young, they have a backbone, they are warm-blooded and they have fur or hair. Find out about where mammals live, how they are born and even how some mammals fly!

## Getting started

- Get children to talk about their favourite animal. Ask them to describe what it looks like, where it lives and what it eats. Ask, *Is your favourite animal a mammal?*

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask, *Do you think it will be a fiction or non-fiction text? What do you think we will learn about mammals?* Discuss how the title and cover pictures help us make predictions. Ask children to read the blurb and discuss what they think will happen. Ask them to make predictions based on the chapter titles.

- Ask children to share their prior knowledge. Ask, *What do you know about mammals? What mammals do you know of?*

- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text?*

- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

page 3: Ask, *After looking at the Table of Contents page, what do you think we will read about?*

pages 4–5: Ask, *What are the five main groups that scientists put all animals in the world into? What group do we belong to?*

pages 6–7: Ask, *Are mammals the only animals that are able to make milk? Who do they feed the milk to?*

pages 8–9: Ask, *What do mammals have inside their bodies? What makes up the mammal's skeleton?*

pages 10–11: Ask, *What does it mean that a mammal is warm-blooded? Would their temperature get higher on hot days?*

pages 12–13: Ask, *Does every mammal have fur or hair? Why do you think their fur or hair is important?*

pages 14–15: Ask, *What is another important reason why animals have fur? Why do you think a porcupine is covered with sharp spikes called quills? Are whales and dolphins mammals?*

pages 16–17: Ask, *Where can mammals be found?*

pages 18–19: Ask, *Are some mammals able to glide or fly through the air? How do sugar gliders soar from one tree to another? Are bats able to fly?*

pages 20–21: Ask, *Do most mammals give birth to live young? How long does the baby grow inside its mother's body? Is there a small group of mammals that come out of eggs? Why might echidnas and platypuses be the only ones born this way?*

pages 22–23: Ask, *Are there mammals of all shapes and sizes? What size is the tiny bat? What do you think is the largest mammal? How big is the blue whale? Are mammals everywhere? Are they an interesting group of animals?*

page 24: Ask, *What could we use the glossary for? How might the index help us read the text?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas and supporting details in the text?*
- Discuss how this text is non-fiction. Talk about the structure of the text and ask children to identify the chapters and paragraphs.
- Talk about the author's purpose for writing the text – to inform.
- Ask inferential questions such as: *How would a backbone allow a mammal to bend? How would the colour of an Arctic fox's fur help it to sneak up on other animals when it is hunting? How might the sharp spikes on the porcupine's back help protect it if it is being attacked? Would a sugar glider or a bat be able to move farther? Why?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- **Summarising:** Ask children to discuss the information in the text. Ask, *What were the main facts we learned about mammals? What are the things mammals have in common?* Make a list of these on the board. Discuss how these were the main ideas in the text. Ask children to recall details that support the main ideas, for example, details about mammals' fur or hair. Get children to complete **PW 112**.
- **Answering questions:** Ask children to recall facts about mammals. Discuss the things that mammals have in common, where they live and flying mammals. Write a multiple choice question and three possible answers on the board and discuss strategies for working out the correct answer, such as eliminating incorrect answers or referring to the text. Get children to complete **PW 113**.

### Graphophonics

- Identify 'fur' in the text and discuss the vowel before 'r' – 'ur'. Model the sound these letters make when together. Brainstorm and record other words that contain 'ur'.
- Find the word 'through' and talk about the 'ough' word ending. Model the sound these letters make when sounded together.
- Talk about compound words and how they are formed when two words are joined together. Get children to find compound words in the text, such as 'backbones', 'everywhere' and 'underground'. Ask children to identify the individual words in each compound word.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how readers need to understand word meanings in order to fully comprehend a text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Discuss the following vocabulary: 'change', 'deciding', 'difficult', 'easier', 'enormous', 'joins', 'piece', 'reptile', 'survive', 'types', 'warm-blooded'.
- Ask children to say/write the words in a sentence to show their understanding of the meaning.
- Provide children with blank cards. Have them write a vocabulary word on each card and the definition of each word on a card. Jumble up the cards and ask children to match the words with the definitions. Children can also use the cards to play games, such as Memory.
- Discuss synonyms and antonyms for each word. Ask, *What is a word that has a similar meaning to 'difficult'? What is a word that means the opposite of 'enormous'?*
- Ask children to locate the vocabulary words in the text. Encourage them to use the content of the sentence to explain the meaning of the word.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Identify the sentence 'A mammal's temperature doesn't get higher on hot days and it doesn't get lower on cold days'. Discuss what this would mean for the mammal's temperature. Ask, *Does the mammal's temperature rise when it is hot? Does the mammal's temperature go down when it is cold?*
- Discuss the phrase 'a piece of skin joins their front legs to their back legs'. Ask, *What is joining the legs? How would a piece of skin join the front legs to the back legs? Where would the skin be on the sugar glider?*
- Discuss the sentence 'When they leap from a branch, this skin is stretched out to form wings'. Ask, *When is the skin stretched out? What does it form when it is stretched out? Where does the sugar glider leap from?*

### Text conventions

- **Glossary:** Ask children to identify the glossary on page 24. Discuss how readers are able to find out the meaning of words in the text. Ask children to read the definition of words in the glossary.
- **Commas:** As a group, discuss commas and ask children to identify the comma in the text. Ask children to show how they pause at commas.
- **Chapters:** Ask children to locate the chapters in the text. Ask, *Why do you think a text would be written in chapters?* Encourage children to talk about the main things that were covered in each chapter.

### Writing

- Ask children to write an information report on their favourite mammal. Ask, *What does your mammal look like? Where does it live? What does it eat? How does it behave?* Ask children to write a paragraph about how they know that the animal is a mammal.

### ► English Language Learners

- Discuss how mammals live in many different places. Talk about how they can be found in forests, deserts, farms, underwater and in grasslands. As a group, brainstorm mammals that live in each of these places. Get children to complete **PW 114**.

### ► Assessment

- PWs 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 328)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# What is a mammal?

- Record the four main ideas about what mammals have in common in the middle of the bubbles. The first one has been done for you.
- Record details that support each of the main ideas.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

They have milk to feed their young

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**Main teaching focus**

*Comprehension:* Summarising by identifying main ideas and supporting details..

**Other teaching focus**

*Comprehension:* Recalling events from the text.

**Teacher's note**

Children summarise what a mammal is by recording the main ideas in the bubbles and then recording the supporting details.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Multiple choice questions

- Read each question and the three possible answers.
  - Circle the correct answer.
1. What are the five main groups scientists put all animals into?
    - a. Birds, fish, reptiles, amphibians and mammals
    - b. Birds, fish, amphibians, insects and mammals
    - c. Snakes, zoo animals, farm animals, mammals and pets
  2. What do mammals have in common?
    - a. They make milk and are warm-blooded.
    - b. They have a backbone and have fur or hair.
    - c. All of the above
  3. Why do mammals make milk?
    - a. For the mother to drink
    - b. For the baby to drink
    - c. To sell at the stores
  4. What helps a mammal bend and move?
    - a. Its backbone
    - b. Its fur or hair
    - c. Its warm blood
  5. Being warm-blooded means the mammal's temperature...
    - a. Gets higher on hot days
    - b. Gets lower on cold days
    - c. Does not change when the temperature around them changes
  6. Why do mammals have fur or hair?
    - a. They like soft fur.
    - b. For many different reasons.
    - c. They don't have fur or hair.

**Main teaching focus**

*Comprehension:* Answering comprehension questions (multiple choice questions)

**Other teaching focus**

*Comprehension:* Recalling events from a text; eliminating incorrect information

**Teacher's note**

Children read and answer the multiple choice questions by identifying and circling the correct answer.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Which mammals live here?

- List mammals that live in each place.
- Answer the question at the bottom of the page.

On a farm	In a desert	In a jungle
In a forest	In the ocean	In a city
On a mountain	In a river	In grassland

How do you know these animals are mammals?

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**Main teaching focus**

*Oral language development:* Animal theme; comparing and contrasting

**Other teaching focus**

*Comprehension:* Synthesising; recalling events from a text.

**Teacher's note**

Children brainstorm and record mammals that live in different places. Then they answer the question at the bottom of the page.

# The Sounds Around Us

Level 24 Non-fiction Word count: 920 Text type: informational



**Extending vocabulary:** back and forth, bounce, difficult, echo, guitar, messages, moment, pitter-patter, pluck, rumble, thunder

**Programme links:** *The Sounds Around Us* E-Book, *Ukulele Liam* (fiction)

**Curriculum links:** environment, physical science

**Text summary:** Learn about sounds that we hear, how they can help us and how they can change the way we feel. Find out how we hear and about the different types of sounds. Also learn about the amazing things that sounds can do and sounds that only animals can hear.

## Getting started

- Play a sound guessing game with children. Get them to close their eyes and make sounds using different objects, such as a bell, whistle or drum. Ask children to guess what is making each sound. Ask, *How could you work out what was making each sound? How did your ears help you with working out the sounds?*

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the story will be about. Ask, *Do you think it will be a fiction or non-fiction text? What do you think we will learn about sounds?* Discuss how the title and cover pictures help us make predictions. Ask children to read the blurb and discuss what they think will happen. Ask them to make predictions based on the chapter titles.
- Ask children to share their prior knowledge. Ask, *What do you know about sounds and how we hear them?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.  
*page 3:* Ask, *After looking at the Table of Contents page, what do you think we will read about?*  
*pages 4–5:* Ask, *What sounds can you hear? Is hearing one of our senses? Where do sounds come from when we talk?*  
*pages 6–7:* Ask, *Do sounds let us know what is going on nearby? What does a school bell or an alarm on a clock tell us?*  
*pages 8–9:* Ask, *Can sounds change the way we feel? How might you feel when you hear a very big crash?*  
*pages 10–11:* Ask, *How do sounds start with a vibration? Can you see the string vibrate when you pluck a guitar? Does the sound stop when the string stops?*  
*pages 12–13:* Ask, *Would loud sounds be made by a big or small vibration? Would a quiet sound be made by a big vibration?*  
*pages 14–15:* Ask, *Can all people hear sounds? Why would some people use sign language?*  
*pages 16–17:* Ask, *What strange things can sounds do? Have you ever called out and heard your own voice come back to you?*  
*pages 18–19:* Ask, *Do some animals make sounds that we can't*

*hear? Why would dolphins make sounds that bounce off fish in the water around them? Why would bats make sounds at night?*  
*pages 20–21:* Ask, *How can you learn about sounds and make music? What do you think will happen when you tap the bottle with the spoon or pencil? Would it vibrate?*  
*pages 22–23:* Ask, *How do the sounds make you feel and what do they tell you about the world around you?*  
*page 24:* Ask, *What could we use the glossary for? How might the index help us read the text?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas and supporting details in the text?*
- Discuss how this text is non-fiction. Talk about the structure of the text and ask children to identify the chapters and paragraphs.
- Talk about the author's purpose for writing the text – to inform.
- Ask inferential questions such as: *What type of music would*

make you feel happy/sad? Why wouldn't we notice all the sounds around us? Why might a sound that goes on for a long time bother us? How would someone who is lipreading work out what you are saying?

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Cloze*: Ask children to talk about sounds, how we hear them and the different types of sounds. Write sentences from the text on the board, but have one word missing from each sentence. As a group, discuss strategies for working out what the missing words would be. Encourage children to use the sentence content and also support them in recalling facts from the text. Encourage them to re-read the sentences to ensure they make sense. Get children to complete **PW 115**.
- *Synthesising*: Ask children to talk about different sounds they hear every day. Discuss how different sounds can affect the way you feel. Also discuss how there are different types of sounds. Ask, *What loud and soft sounds do you know of? What high-pitched sounds and low-pitched sounds do you know of?* Ask children to choose a sound they hear and identify how it makes them feel and what type of sound it is. Get children to complete **PW 116**.
- *Recall*: Discuss how we hear sounds. Ask, *How do we hear sounds? What happens in our ear when we hear sounds?* Ask children to draw a diagram explaining how we hear sounds.

### Graphophonics

- Identify 'vibrate' and 'vibrating'. Talk about how the 'e' is removed from the end of the word before the 'ing' suffix is added. Think of other words that follow this pattern.
- Find 'pollution' and talk about the sound made by the 'tion' ending. As a group, brainstorm and record other 'tion' words.
- Talk about consonant digraph 'qu'. Model the sound these letters make when sounded together. Get children to find 'qu' words in the text, such as 'quiet' and 'quickly'.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how readers need to understand word meanings in order to fully comprehend a text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Discuss the following vocabulary: 'back and forth', 'bounce', 'difficult', 'echo', 'guitar', 'messages', 'moment', 'pitter-patter', 'pluck', 'rumble', 'thunder'.
- Ask children to say/write the words in a sentence to show their understanding of the meaning.
- Provide children with blank cards. Have them write a vocabulary word on each card and the definition of each word on a card. Jumble up the cards and ask children to match the words with the definitions. Children can also use the cards to play games, such as Memory.
- Discuss synonyms and antonyms for each word. Ask, *What is*

*a word that has a similar meaning to 'moment'? What is a word that means the opposite of 'difficult'?*

- Ask children to locate the vocabulary words in the text. Encourage them to use the content of the sentence to explain the meaning of the word.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Identify and discuss the meaning of the phrase 'pitter-patter of rain on the window'. Ask, *What does 'pitter-patter' mean?* Discuss how it refers to the sound that the rain is making. Discuss how the sound of the words 'pitter-patter' actually sounds like noise of a 'pitter-patter'.
- Discuss the phrase 'back and forth'. Talk about how it means something moves from one thing to another and then back again.
- Discuss the phrase 'move in waves, up and down smoothly'. Ask, *How do the waves move? Which direction are they moving?*

### Text conventions

- *Glossary*: Ask children to identify the glossary on page 24. Discuss how readers are able to find out the meaning of words in the text. Ask children to read the definition of words in the glossary.
- *Diagram*: Identify the diagram on page 11. Get children to discuss what information they can get by looking at the diagram. Ask, *How does it help us understand the text?*
- *Headings*: Ask children to locate the headings in the text. Discuss how the headings help readers to understand what will be on each page.

### Writing

- Ask children to read the 'Making Sounds' chapter on page 20 of the text. Provide children with the materials needed to make the music – glass bottles, spoon or pencil and a jug of water. Support children in using the materials to make the music. Then get children to write a procedural text on how to make the music bottles by using the template on **PW 117**.

### ► English Language Learners

- Discuss hearing as one of our five senses. Identify our other senses – sense of sight, sense of smell, sense of touch and sense of taste. Ask children to describe how they use each of their five senses and the information they gain about the world. As a group, brainstorm and record things that children can see, smell, taste, touch and hear.

### ► Assessment

- PWs 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 329)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Cloze without words

- Read the sentences below.
- Write in the missing words so that the sentences make sense.

## People Who Can't Hear

Some people can't \_\_\_\_\_ sounds. Other people can hear some \_\_\_\_\_ but not very well. Many \_\_\_\_\_ who find it difficult to hear watch other people's mouths when they talk. This is \_\_\_\_\_ lipreading. Some people \_\_\_\_\_ sign language to share ideas and thoughts with others.

A hearing aid is a special \_\_\_\_\_ that can help some people hear. A hearing \_\_\_\_\_ can make sounds louder. It can also make it easier to hear what \_\_\_\_\_ is saying when there is a lot of other noise.

## Interesting Things That Sound Can Do

Sometimes sounds can do strange things. Have you ever called out and heard your own voice \_\_\_\_\_ back to you? This is called \_\_\_\_\_ echo. An echo happens when sounds hit something hard and bounce \_\_\_\_\_.

You might hear an echo when you \_\_\_\_\_ out in a cave, too. This is because the sounds made by your voice are \_\_\_\_\_ back to you.

**Main teaching focus**

*Comprehension:* Cloze where words aren't given.

**Other teaching focus**

*Comprehension:* Using word meanings and sentence context to gain meaning from text.

**Teacher's note**

Children complete the cloze by writing in the missing words. They then re-read the passage to ensure it makes sense.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# What can you hear?

- Stop for a moment and listen. What can you hear?
- Record the sounds that you can hear. Record how they make you feel and the type of sound they are.
- Answer the question at the bottom of the page.

What sound can you hear?	How does it make you feel?	What type of sound is it? Is it loud or quiet? Is it high-pitched or low-pitched?

How do we hear sounds?

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**Main teaching focus**

Comprehension: Synthesising – applying knowledge gained in the text.

**Other teaching focus**

Comprehension: Recalling events from the text; answering literal questions.

**Teacher's note**

Children brainstorm and record mammals that live in different places. Then they answer the question at the bottom of the page.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Writing a procedural

**You will need:** coloured pencils

- List and draw the materials needed to make the music bottles.
- Write sentences that explain how to make the music bottles.
- Draw a picture to match each step.

Materials	
Sentences	Pictures
Step 1.	
Step 2.	
Step 3.	
Step 4.	
Step 5.	
Step 6.	

**Main teaching focus**

Writing: Writing a procedural text.

**Other teaching focus**

Comprehension: Recalling events from the text.

**Teacher's note**

Children brainstorm and record mammals that live in different places. They then answer the question at the bottom of the page.

# States of Matter

Level 24

Non-fiction

Word count: 951

Text type: Informational



**Extending vocabulary:** change/s, container, decide, depending, easily, flow, shape/s, space

**Programme link:** *A Surprise for Mrs Magee* (fiction)

**Curriculum links:** environment, science

**Text summary:** Everything around you is matter. Find out about how all matter is made up of atoms and how there are solids, liquids and gases. Learn how to figure out if something is a solid, liquid or gas. Find out how matter can change when it is heated or cooled, such as how ice can change to liquid when it is heated.

## Tuning in

- Talk about words 'solid', 'liquid' and 'gas'. Ask, *What is a solid? What is a liquid? What is a gas? Where can you find solids, liquids and gases?* Have children identify solids, liquids and gases around the room.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and cover pictures help us make predictions.
- Ask children to share their prior knowledge. Ask, *What do you know about matter? Can you explain the meaning of solids, liquids and gases?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *What is matter? Is everything around you made of matter? Do things look different even though they are all made up of matter? Does matter come in different shapes?*

pages 6–7: Ask, *What are the different states of matter? What type of things are solids? What type of things are liquids? What type of things are gases? Are there many different solids, liquids and gases?*

pages 8–9: Ask, *Can you see the tiny atoms that matter is made up of with your eyes? Are the atoms in solids very close together? Do solids always stay the same shape? Do atoms in liquids have more space between them? Can liquids change shape but still stay together? Are atoms in gases close together? Do gases have a shape like solids do?*

pages 10–11: Ask, *Can you think about the shape, size and colour of something? Can you look at how much space or room, something takes up? Does looking at how much space something takes up help you decide whether it is a solid, liquid or gas?*

pages 12–13: Ask, *Do solids have a shape that does not change? Do they always take up the same space? Can solids be*

*heavy or light?*

pages 14–15: Ask, *Do liquids flow or run easily? Do liquids change their shape by taking on the shape of the container that they are poured into? Is water a liquid? Can it change shape depending on the container it is poured into?*

pages 16–17: Ask, *Do gases move easily? Do gases have a shape? Do gases change the space they take up depending on the container they are in? Does blowing air into a balloon change the shape of the balloon? Are gases all around us?*

pages 18–19: Ask, *Can matter change when it is heated? What happens when solid ice is heated? How did the ice change from a solid into a liquid? Can a liquid change to a gas when it is heated? Does water change into steam when it boils? Does it change from a liquid to a gas?*

pages 20–21: Ask, *Can a liquid change into a solid when it is cooled? What happens when water is cooled a lot? Does water change from a liquid into solid ice? Can a gas change into a liquid? What happens when steam cools down? Can you see water on the lid of the saucepan?*

pages 22–23: Ask, *Is matter everywhere in the world around you? What things around you are solid, liquid or gas?*

page 24: Ask, *What could we use the glossary for? What could we use the index for?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to

'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*

- **Questioning:** After reading the text (chapter, page or paragraph), have children ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas in the text?*
- Ask inferential questions such as: *How do you know if something is solid, liquid or gas? Do you think there are more solids, liquids or gases in your house? Why? How might you know if there is a gas in the air around you? Do you think all solids will change into gas when they are heated? Why/why not? How many times do you think an ice cube can be melted into water and then frozen again?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings.

Choose from the following activities.

### Comprehension

- **Main idea and details:** As a group, discuss the main ideas in the text, for example, 'matter can be a solid'. Record the main ideas that children think of on pieces of paper. Have children recall and record supporting details under each of the main ideas. Discuss how this summarises the text. Have children complete **PW 118**.
- **Cause and effect:** Talk about how certain events can influence or cause other things to happen. On a sheet of paper, write causes from the text, such as 'The water is heated in the saucepan'. Ask, *What did this event cause to happen? How did this affect the state of the water?* Talk about how the effect was that the water boiled and changed into steam. Have children write the effects next to the causes on the board. Have children complete **PW 119**.

### Phonological awareness/Graphophonics

- Find 'evaporation' and 'condensation' and discuss the 'tion' endings. Model the sound these letters make when sounded together. Brainstorm and record other words that end in 'tion'.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Discuss 'change' and 'changes' and how they refer to something being made or turning into something different. Have children brainstorm a list of things that can change.
- Identify 'container' and talk about how it refers to anything that you can put other things into. Discuss how buckets, cups, boxes and jars are all containers. Have children find containers around the room.
- Talk about how 'easily' means something is done or

understood without any trouble. Ask, *What things can you do easily?*

- Discuss 'flow' and how it refers to something moving in a smooth, steady stream. Have children describe what it looks like when a river flows or sand flows through their fingers.
- Talk about 'shape' and 'shapes'. Discuss how the shape of something is what its outline looks like, for example whether it is square, round or oval. Ask, *What shape is this room? What other shapes can you see?*
- Identify 'space' and discuss how it refers to a place with nothing in it. Ask, *Can you see a shelf with space on it? Is there any space in your room?*

### Combining vocabulary for better understanding

- Discuss interesting phrases in the text. Talk about how readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the sentence 'Air in a balloon takes up space, too'. Ask, *What does it mean to 'take up space'?*
- Talk about the sentence 'Liquids can change their shape by taking the shape of containers that they are poured into'. Ask, *How do liquids change their shape?* Discuss what it means for a liquid to 'take the shape' of a container.

### Text conventions

- **Index:** Have children identify the index on page 24. Model how readers look at the index to find out which page a particular topic is on.
- **Paragraphs:** Discuss how sentences can be grouped together to make paragraphs. Talk about how sentences in a paragraph are about a similar topic. Ask children to identify paragraphs.

### Writing

- Have children write a text explaining their understanding of solids, liquids and gases. Encourage them to explain why something is a solid, liquid or gas and provide examples of each.

### ► English Language Learners

- Write the words 'solid', 'liquid' and 'gas' across the top of a piece of paper. Have children brainstorm things that fit in each category and record them under the correct heading on the paper. Ask, *How do you know if something is a solid, liquid or gas?* Have children complete **PW 120**.

### ► 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 330)



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Main idea and supporting details

- Read the main ideas in the middle of the page.
- Read the supporting details around the page.
- Draw lines to match the supporting details to their main idea.

You know something is a solid if it has a shape that does not change.

They always take up the same space.

They do not have a shape. They need a container to stop them from floating away.

Water is a liquid. We know it is liquid because it can fill a container.

You know something is a gas if it moves easily, like air from a fan.

All solids have things that are the same.

All liquids have things that are the same.

All gases have things that are the same.

You know something is liquid if it flows or runs easily, like water and milk.

They change the space they take up depending on the container they are in. Blowing air into a balloon changes the shape of the balloon.

They can be heavy like a rock or brick. They can be light like a feather or cotton ball.

The air we breathe is made up of them. The steam that comes out of a kettle is one, too.

They can change their shape by taking the shape of containers that they are poured into.

#### Main teaching focus

*Comprehension:* Summarising – identifying main ideas and supporting details

#### Other teaching focus

*Comprehension:* Recalling information from a text

#### Teacher's note

Children read the main ideas and supporting details. They draw lines to link the main ideas with the correct supporting details.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Cause and effect

- Read the cause and effects from the text.
- If the cause is given, write the effect.
- If the effect is given, write the cause.

Cause	Effect
A glass of water is poured into a flat pan.	
Air is blown into a balloon.	
	The ice changes into water.
Water is heated in a kettle and starts to boil.	
	The water changed from a liquid into a gas.
Water is cooled in a freezer.	
	The steam changes into water.
	The ice cream starts to melt.

**Main teaching focus**
*Comprehension:* Cause and effect

**Other teaching focus**
*Comprehension:* Recalling information from a text

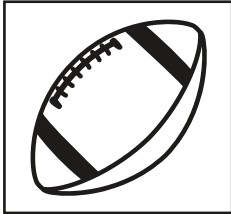
**Teacher's note**

Children read the causes and effects from the story. If a cause is given, then they write the effect it had. If an effect is given, children write the cause of it.

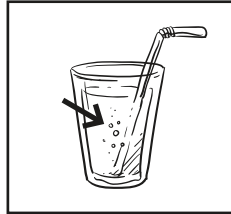
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# Solids, liquids and gases

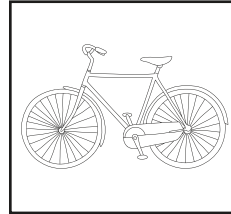
- Write solid, liquid, or gas under each picture.



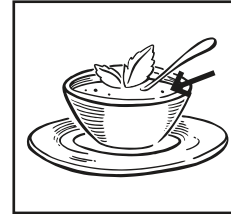
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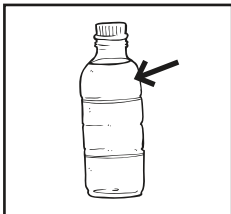
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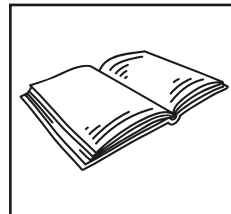
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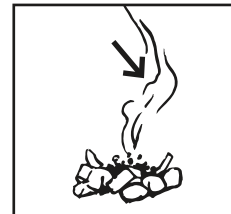
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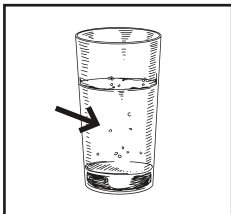
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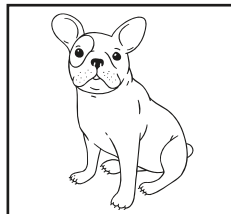
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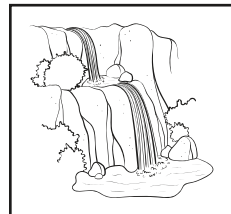
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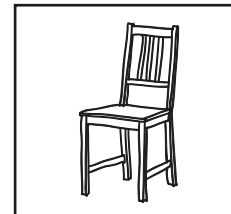
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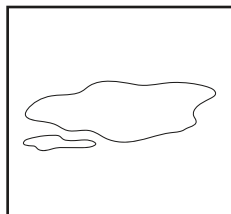
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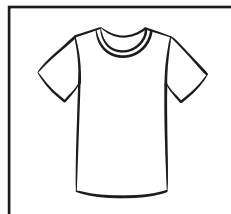
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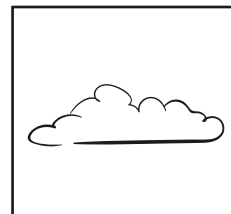
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**Main teaching focus**

Oral language: Discussions about solids, liquids and gases

**Other teaching focus**

Comprehension: Recalling information from a text

**Teacher's note**

Children classify the pictures by writing solid, liquid, or gas under each one.

# A Dog Called Prince



Level 25 Fiction Word count: 1,228 Text type: Narrative

**Extending vocabulary:** cattle, healed, herd, injured, leaped, limped, nipped, peered, pricked, stroke, porch, yapped, yelp

**Programme links:** *A Dog Called Prince* E-Book, *City Life*, *Farm Life* (non-fiction)

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

**Story summary:** When Prince is older, he is to be a working dog on the farm. However, the first time he goes in the pen with the cattle, he gets a broken leg. Tom is worried that he won't be able to keep Prince. He cares for and trains Prince until the dog is brave enough to go back in with the cattle and prove he is a great working dog.

## Getting started

- Discuss the role of cattle dogs on farms. Ask, *What do cattle dogs do? Why would the farmer want to round up the cattle?* Ask children to role-play being cattle and walk around the room. Ask one child to be the cattle dog and round up the 'cattle'.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover illustration. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or non-fiction text?*
- Encourage children to share their prior knowledge relating to the text. Ask, *Have you got a pet dog?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *Why do you think they have the new pup on the farm? Why do you think Dad would be telling Tom that he is a working dog?*

pages 6–7: Ask, *What do you think the pup's father was like if he was the king of all working dogs? Why do you think they called the pup Prince? When do you think they would start training Prince?*

pages 8–9: Ask, *Why does it look like Prince will be a good working dog? What would happen if they left Prince with the cattle for too long?*

pages 10–11: Ask, *How do you think the dogs herd the cattle? Why would they nip the cows' heels?*

pages 12–13: Ask, *Why do you think Prince got kicked by the cow when he nipped its heel? How do you think Dad and Tom feel?*

pages 14–15: Ask, *Why would Tom want Dad to give Prince a chance? How could they tell Prince had a broken leg?*

pages 16–17: Ask, *Why do you think Tom started training Prince? Even though Prince's leg is healed, what else might Dad and Tom be worried about?*

pages 18–19: Ask, *How would Tom know that Prince is ready to go back down to the cattle yards? Do you think Prince will be brave enough to get back in with the cows?*

pages 20–21: Ask, *Why would Tom bring Prince into the pen on his leash? Why would Tom be encouraging Prince?*

pages 22–23: Ask, *How is Prince with the cattle this time? Why do you think he didn't get kicked by the cow?*

page 24: Ask, *Why do you think Prince is able to stay on the farm now?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about.
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify them through discussion, teacher/student expertise and by using a dictionary.
- **Visualising:** Discuss visualising and ask children to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to summarise what they have read. Ask, *What were the main events of the story?*
- Ask inferential questions such as: *What's the difference between a pet dog and a working dog? Why would they expect Prince to be a good cattle dog? What is the real test in Prince's recovery? How would Prince have known how to nip the cow's heels without getting hurt?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Answering questions:* Ask children to talk about the characters, how they felt and what they did. On strips of paper, write literal and inferential questions, such as 'How did Prince get hurt?' 'Why do you think Prince might have been scared to go back into the yard?' Discuss how the answers to some questions can be found in the text and others need to be answered by thinking. Have each child take a question strip and answer their question. Get children to answer the questions on **PW 121**.
- *Inferring:* Flip through the text and encourage children to infer and explain the characters' thoughts. Get children to complete **PW 122**, inferring characters' thoughts and feelings.

### Graphophonics

- Discuss the 'ly' suffix and ask children to identify 'ly' words in the text, such as 'slowly'. Talk about how words that end with the 'ly' suffix are telling readers the way something is being done. Think of other 'ly' words.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Identify 'cattle' and talk about how it refers to cows. Ask, *Where would you see cattle?*
- Discuss how 'healed' means that something that was sick or injured is better. Ask, *Have you had any injuries that have healed?*
- Talk about how 'herd' refers to a group of cattle.
- Discuss the meaning of 'injured'. Ask, *How have you been injured before?*
- Talk about how 'leaped' means 'jumped'. Get children to leap around the room.
- Identify 'limped' and talk about how it means 'hobbled'. Get children to limp around the room.
- Discuss how 'nipped' refers to the dog biting the cow's heels. Talk about how they would be small, quick bites.
- Talk about how 'peered' is a synonym for 'looked'. Ask children to peer out the window.
- Discuss how 'pricked' means the dog's ears stood up. Talk about how 'pricked' can also mean 'poked'.
- Identify 'stroke' and talk about how it means to pat. Ask children to show how they would stroke a puppy.
- Discuss how 'porch' refers to the balcony around a house.
- Talk about how 'yapped' means 'barked'. Get children to make the sound of a yapping dog.
- Discuss how a 'yelp' is a sharp bark. Encourage children to make a yelping sound.
- *Paraphrasing:* Copy the sentence 'At once, Prince left the

cow and came back to Tom' onto paper. As a group, read the sentence and chunk it into three phrases. Ask children to think of synonyms for words in each chunk and then rewrite the sentence using the synonyms; for example, 'Right away, Prince went away from the cattle and returned to Tom'. Emphasise that the sentence has the same meaning but uses different words. Select other sentences for children to paraphrase. Get children to complete **PW 123**, paraphrasing the sentences.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Find the phrase 'round up a herd of cows' and discuss what it would mean to round up something. Encourage children to draw pictures to show their understanding.
- Discuss the phrase 'don't go all soft on me'. Discuss how it refers to Tom's emotions and how Dad wants him to be mentally strong.
- Discuss the phrase 'but the real test is yet to come'. Talk about how 'real test' refers to the most important thing they need to find out. Discuss how 'yet to come' means it still has to happen.

### Text conventions

- *Speech marks:* Discuss speech marks. Explain that text between speech marks is what a character says. Ask children to identify speech marks in the text.

### Writing

- Ask children to explain how Tom cared for and trained Prince. As a group, make a list of the things owners need to do to care for and train their pets. Get children to write an explanation about being a good pet owner. Encourage children to consider how pets have different roles in different places (i.e. on farms and in cities).

### ► English Language Learners

- Give children pictures of cattle. Get children to draw pictures of cattle and label the body parts. Give them craft materials, such as paper, cardboard, cellophane, cardboard boxes, material and glue. Ask them to make a model of a cow using the materials, including all the body parts they identified on their drawing.

### ► Assessment

- PWs 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 331)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Answering questions



- Write answers to the questions below.

Why did Tom call the pup Prince?

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Why did Dad think that Prince would be a good working dog?

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How was Prince's leg hurt?

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Why was Dad angry when Prince got hurt?

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Why did Tom offer to train Prince?

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What happened when Prince went back into the pen with the cattle?

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Why did Dad think that Tom was one of the finest dog trainers?

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**Main teaching focus**

*Comprehension:* Answering literal and inferential questions.

**Other teaching focus**

*Comprehension:* Recalling events from the text; inferring characters' thoughts and reasons for their actions.

**Teacher's note**

Children answer the literal and inferential questions about the text. They record the answers on the lines provided.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Inferring characters' thoughts

- Write what the characters would have been thinking at the different parts of the story.


**Main teaching focus**

Comprehension: Inferring characters' thoughts.

**Other teaching focus**

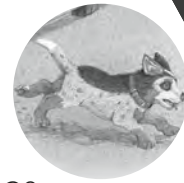
Comprehension: Using prior knowledge and previous events in the text to gain meaning.

**Teacher's note**

Children infer how the characters were thinking at different parts of the story. They record their thoughts in the thinking bubbles.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Paraphrasing



- Paraphrase the sentences by breaking them into chunks, writing synonyms for some words and then rewriting the sentences.

Tom and his dad lived on a large cattle farm.

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Tom quickly reached through the fence to grab Prince's collar.

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But before he could get a hold, Prince leaped forward and raced behind a large cow.

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Tom carried the frightened pup onto the porch.

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Matey ran straight into the first pen and began rounding up the three cows.

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**Main teaching focus**

Comprehension: Paraphrasing.

**Other teaching focus**

Vocabulary: Synonyms.

**Teacher's note**

Children paraphrase the sentences by breaking them into chunks, providing synonyms for words in the chunks and then rewriting the sentences.



# Sleepover Safari

Level 25 Fiction Word count: 1,169 Text type: Narrative



**Extending vocabulary:** enclosure, escaped, feast, mesh, prowling, rumbled, safari, savannah, scurried, shooed, snorted

**Programme links:** *Sleepover Safari* E-Book, *Wild Savannah Zoos* (non-fiction)

**Curriculum link:** me/family, community, animals, environment

**Story summary:** When Ria and her family go on a safari at a safari park, Ria is scared of all the animals. Her brother, Marco, thinks she is a scaredy-cat and even tries to scare her as they walk to their tent. However, during the night, Marco gets very scared when they hear noises in their tent and it is brave Ria who shoos the bush rat away!

## Getting started

- Discuss what a safari is and talk about why people would want to go on a safari. Ask, *What animals might you see on a safari?* Talk about what people might travel in on a safari and where they might sleep.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover illustration. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or non-fiction text? What do you think would happen on a sleepover safari?*
- Encourage children to share their prior knowledge relating to the text. Ask, *What things did you see when you went to a zoo?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

*pages 4–5: Ask, Where is the guide taking them before the safari sleepover? Why might Ria be scared of the wild animals? Do you think the animals would eat them?*

*pages 6–7: Ask, Would they be safe in the truck? What is the giraffe doing?*

*pages 8–9: Ask, What part of the hippos can you see above the water? What do you think makes Ria jump with fright? What do you think Marco finds funny?*

*pages 10–11: Ask, Do you think Ria is scared of the meerkats? How might Marco be teasing Ria? What's the next animal they see?*

*pages 12–13: Ask, Where do you think they will sleep? What do you think they do at camp? What sounds do you think they can hear?*

*pages 14–15: Ask, What might Ria think is making the breaking noise behind her? Who is roaring and grabbing Ria from behind?*

*pages 16–17: Ask, How are they all warm and cosy? How are they safe from the animals? Why might it be taking Ria a long time to fall asleep?*

*pages 18–19: Ask, How did Ria see where the terrible noise came from? Why is Marco as white as a ghost?*

*pages 20–21: Ask, Why would they think that Marco is joking and just trying to scare his sister? What does Ria see when she shines the flashlight in the direction of the noise? What is the hungry bush rat nibbling?*

*pages 22–23: Ask, Who lifted the flap of the tent and shooed the rat outside? How do you think Marco feels since he was the one who left the food in the tent?*

*page 24: Ask, Why is Ria the hero? Do you think she will be able to get some sleep now?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about.
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify them through discussion, teacher/student expertise and by using a dictionary.
- **Visualising:** Discuss visualising and ask children to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to summarise what they have read. Ask, *What were the main events of the story?*
- Ask inferential questions such as: *Why was Ria scared of the animals? Why did it take Ria a long time to fall asleep? Whose fault was it that the bush rat came into the tent? Why wouldn't readers expect Marco to be afraid of the rat?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Author's intent:* On the board, write the words 'Characters', 'Setting' and 'Plot'. Next to 'Characters', get children to draw who was in the story. Ask children to record information about where the story took place next to 'Setting', then have them record events next to 'Plot'. Discuss what the author wanted readers to understand through the characters, setting and plot. Ask, *How did the author let us know that Ria was scared of the animals? What made us think that Marco was brave? What lesson did the author want to teach us about bravery?* Children complete the book report on **PW 124**.
- *Recall:* Show children pictures from the text and ask them to retell what happened. As a group, draw a large map of the safari park on a sheet of paper. Ask children to draw the animals around the zoo and also the campsite. Ask children to write what happened at each area. Get children to complete **PW 125**, recording what happened at different places.

### Graphophonics

- Find 'worried' and discuss how it is past tense for 'worry'. Write both words on the board and talk about how the 'y' is changed to an 'i' and then the 'ed' is added when changing the word to past tense. Brainstorm other words that use this pattern, such as 'hurried'.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explain the word meanings.
- Identify 'enclosure' and talk about how it refers to a field or a closed area that the animals can't move out of.
- Discuss how 'escaped' means that something got away. Get children to play a chasing game where they need to escape from the person who is 'it'.
- Talk about how 'feast' refers to a big dinner.
- Discuss how 'mesh' refers to something that is like a net. Discuss how screens are made out of mesh.
- Talk about how 'prowling' means 'stalking'. Get children to prowl around the room like a lion.
- Identify 'rumbled' and talk about the sound it refers to. Get children to make a rumbling sound.
- Talk about how 'safari' is a trip where people go to look for wild animals.
- Discuss how 'savannah' refers to the grasslands in Africa where the wild animals live.

- Discuss how 'scurried' means something scampered or ran quickly. Get children to scurry around the room.
- Identify 'shooed' and talk about how it means to scare something away. Get children to show how to 'shoo'.
- Talk about how 'snorted' means 'breathed out loudly with your nose'. Get children to make a snorting sound.
- *Synonyms:* Discuss how synonyms are words that have a similar meaning. Find 'little' in the text and ask children to think of words that have a similar meaning, such as 'small'. On paper, list words from the text such as 'safe' and 'afraid'. Get children to brainstorm and record synonyms for these words.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Find 'pride of lions'. Discuss how it refers to a group of lions. Brainstorm other collective nouns, such as 'pack' and 'flock'.
- Discuss the sentence 'They wouldn't bother with a little kid like you'. Talk about what the words 'wouldn't bother' are referring to. Ask children to describe what is meant by 'a little kid like you'. Ask, *Why wouldn't lions bother with a little kid?*
- Discuss the phrase 'stood on their back legs, keeping watch'. Talk about how animals would stand on their back legs. Discuss how 'keeping watch' means to look out. Ask children to draw pictures to show their understanding.

### Text conventions

- *Chapters:* Get children to locate the five chapters in the text. Encourage them to talk about the main things that happened in each chapter.

### Writing

- Ask children to retell Ria and Marco's experiences and actions. Discuss how Ria felt throughout the story and what made her feel scared. Compare how Ria felt while on the safari and during the night. Talk about how Marco felt during the safari. Get children to write two diary entries (one from Ria's point of view and one from Marco's point of view). Ensure they include the characters' actions and feelings. Children can write the diary entries on **PW 126**.

### ► English Language Learners

- Show children items you would use when camping, such as a torch, a camera, binoculars, a tent, a sleeping bag and a backpack. Describe each item and talk about how and why it is used. Encourage children to draw pictures of the items and label their parts. Focus on developing children's vocabulary and language skills during the activity.

### ► Assessment

- PWs 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 332)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Book report



- Record the title, author and illustrator of the story.
- Record the characters, setting and plot of the story.
- Answer the questions about how the author wrote the story.

Title:  
Author:  
Illustrator:

Characters:

Setting:

Plot:

How did the author show that Ria was scared?

How did the author make us think that Marco was brave?

What did the author teach us about bravery?

**Main teaching focus**

*Comprehension:* Considering the author's intent and how the author crafted the text.

**Other teaching focus**

*Vocabulary:* Identifying and recalling characters, setting and plot; identifying the title, author and illustrator.

**Teacher's note**

Children record the title, author, illustrator, characters, setting and plot. Then they answer questions about what the author intended them to think.

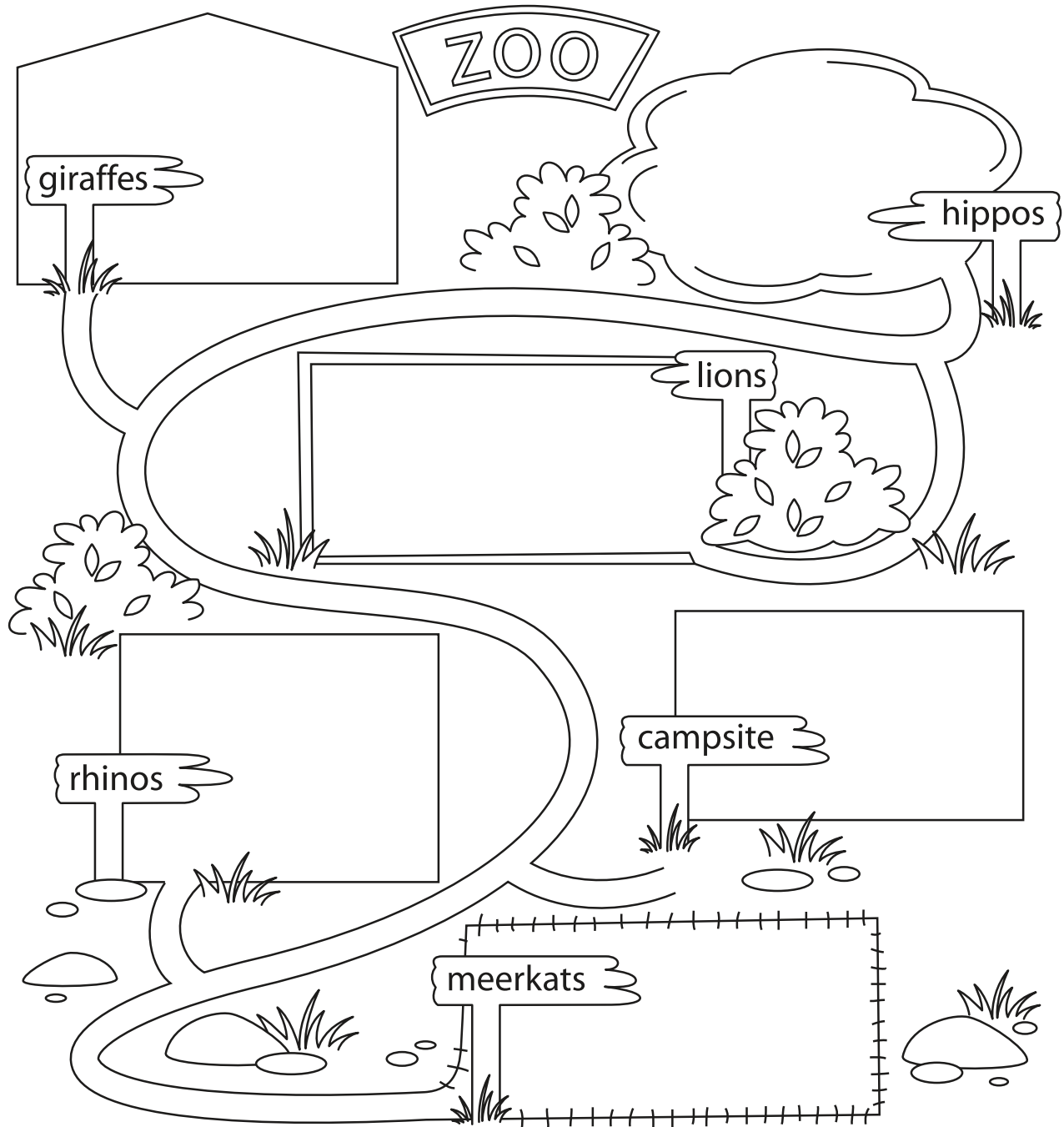
Name: \_\_\_\_\_ Date: \_\_\_\_\_



# Recall

**You will need:** coloured pencils or crayons

- In the boxes, write what happened to Ria and how she felt at each part of the zoo.
- Draw pictures of the animals if you have space.



**Main teaching focus**

*Comprehension:* Recalling events and characters' actions in a text.

**Other teaching focus**

*Comprehension:* Inferring characters' feelings.

**Teacher's note**

Children record in the boxes what Ria did and how she felt at each area in the zoo.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Dear Diary

- Pretend to be Ria and write a diary entry about what you did and how you felt on the safari sleepover.
- Pretend to be Marco and write a diary entry about what you did and how you felt on the safari sleepover.

*Dear Diary,*

*Date:*

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---

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*From Ria*

*Dear Diary,*

*Date:*

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*From Marco*

**Main teaching focus**

*Writing:* Writing a diary entry from the perspective of a character.

**Other teaching focus**

*Comprehension:* Inferring characters' feelings; recalling events from the text.

**Teacher's note**

Children write two diary entries – one from Ria's perspective and the other from Marco's. The diary entry is to include the character's actions and feelings while on the safari sleepover.

# Rocky the Robot Helps Out

Level 25 Fiction Word count: 1,076 Text type: realistic fiction



**Extending vocabulary:** accident, assist, command, higher, impossible, ordinary, replied, sighed, vacuum, weird, wrapped, you'd

**Programme links:** *Rocky the Robot Helps Out* E-Book, *Simple Machines* (non-fiction)

**Curriculum link:** me/family

**Text summary:** Tamal's dad realises he doesn't have enough time to look after the house and do his part-time job. He wishes he had a full-time helper. The next day, a robot arrives to help out. But the robot has trouble doing all the jobs except for baking a banana cake. When it's time to eat the cake, Tamal takes off the costume to show that he is Rocky the Robot.

## Getting started

- Discuss house cleaning jobs such as vacuuming, dusting, doing the wash and washing-up. Talk about why these jobs need to be done. Ask children to talk about what jobs they do to help look after their house. Ask, *Who does the cleaning and house work in your house?*

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the story will be about. Ask, *Do you think it will be a fiction or non-fiction text? Who is Rocky the Robot? How might he help out?* Discuss how the title and cover pictures help us make predictions. Get children to read the blurb and discuss what they think will happen. Ask them to make predictions based on the chapter titles.
- Ask, *What do you do to help out in your house? What might a robot be able to help with?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.
  - page 3: Ask, *After looking at the Table of Contents page, what do you think we will read about?*
  - pages 4–5: Ask, *Why is Dad worried and rushing towards the kitchen? Why might there be a cloud of smoke?*
  - pages 6–7: Ask, *What is Dad holding? What caused the kitchen to fill with smoke? What's Mum doing with the tea towel? Why do you think Dad tries to do so many things at once?*
  - pages 8–9: Ask, *What does Dad see when he answers the door the next day? What is the cardboard box sitting on the doorstep?*
  - pages 10–11: Ask, *Why is Rocky going to do as Dad commands? What is Rocky the Robot doing to help?*
  - pages 12–13: Ask, *What made the crash bang noise? Why do you think Rocky the Robot is sitting on the floor with the cord wrapped tightly around his robot legs?*
  - pages 14–15: Ask, *What is broken all over the living room floor? What did Rocky accidentally do?*
  - pages 16–17: Ask, *Has Rocky had much luck with being a helper? Does he still keep trying?*

- pages 18–19: Ask, *Why has Dad taken Rocky into the kitchen? What is the last job that Dad has for him to try?*
- pages 20–21: Ask, *Where does Rocky carefully put the cake pan? Would Dad think that Rocky has been a great help?*
- pages 22–23: Ask, *Why wouldn't Rocky the Robot be able to eat a piece of cake? What happened when Rocky began to shake?*
- page 24: Ask, *How did Tamal surprise Dad? Who is back just in time to eat banana cake?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources to fully comprehend the text – embedded clauses, negation, linking across phrases/ paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events in the text?*
- Discuss how this text is fiction. Talk about the structure of the narrative and ask children to identify the orientation, complication and resolution. Discuss how the story is organised into chapters and paragraphs.
- Talk about the characters and their role in the story.
- Talk about the author's purpose for the text – to entertain.
- Ask inferential questions such as: *Do you think that Dad knew that Tamal had dressed up as Rocky the Robot? Why do you think Tamal decided to dress up as Rocky the Robot?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- **Sequencing:** Ask children to discuss the events of the story. Ask, *What happened in the beginning/middle/end of the story?* On strips of paper, ask children to record events from the story. Jumble up all the sentence strips and ask children to sequence them. Then draw pictures to match. Get children to complete **PW 127**.
- **Paraphrasing:** Write the sentence 'When Dad looked down, he found an enormous cardboard box sitting on the doorstep' on a large sheet of paper. As a group, read the sentence and chunk it into three phrases. Ask children to think of synonyms for words in each chunk and then rewrite the sentences using the synonyms; for example, 'Dad glanced down and saw a huge, stiff paper box placed on the stairs'. Emphasise that the sentence has the same meaning but uses different words. Select other sentences for children to paraphrase. Get children to complete **PW 128**.
- **Inferring:** Ask children to talk about whether Dad knew that Rocky the Robot was really Tamal dressed up in boxes. Discuss how there were clues in the text that helped us infer that Rocky the Robot was actually Tamal, such as how he knew where the vacuum cleaner was, his arms wouldn't reach the clothes line and he had the same colour trousers. Discuss how the clues help readers infer. Get children to complete **PW 129**.

### Graphophonics

- Identify 'you'd' in the text. Write 'you'd' and 'you had' on the board and discuss how the apostrophe is written in place of some of the letters when the words are joined. Ask children to identify other contractions in the text.
- Discuss the 'ly' and ask children to identify 'ly' words in the text, such as 'slowly'. Talk about how words that end with the 'ly' suffix are telling readers the way something is done. Think of other 'ly' words.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how readers need to understand word meanings in order to fully comprehend a text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Discuss the following vocabulary: 'accident', 'assist', 'command', 'higher', 'impossible', 'ordinary', 'replied', 'sighed', 'vacuum', 'weird', 'wrapped', 'you'd'.
- Ask children to say/write the words in a sentence to show their understanding of the meaning.
- Provide children with blank cards. Have them write a vocabulary word on each card and a definition of the word on each card. Jumble up the cards and ask children to match the words with the definitions. Children can also use the cards to play games, such as Memory.
- Discuss synonyms and antonyms for each word. Ask, *What is*

*a word that has a similar meaning to 'assist'? What is a word that means the opposite of 'impossible'?*

- Ask children to locate the vocabulary words in the text. Encourage them to use the content of the sentence to explain the meaning of the word.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Identify the phrases 'full-time' and 'part-time'. Discuss and compare the meaning of these words.
- Discuss the phrase 'couldn't believe his eyes' and talk about how it means that he sees something that is a real surprise.
- Discuss the phrase 'your wish is my command'. Talk about how it means that you will do whatever the person asks or tells you to do.
- Discuss the sentence 'When the cake was baked and cooled, he spread the lemon icing on top and sprinkled it with some coconut'. Talk about this sequence of events. Ask children to identify what he did first, then what he did after that.

### Text conventions

- **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. 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. Have them role-play the conversation by reading the text between the speech marks.
- **Commas:** As a group, discuss commas and ask children to identify the commas in the text. Get children to show how they pause at commas.
- **Chapters:** Ask children to locate the five chapters in the text. Ask, *Why do you think a text would be written in chapters?* Encourage children to talk about the main things that happened in each chapter.

### Writing

- Ask children to imagine that they had a robot helper for one day. Ask children to talk about what they would have the robot help them do. Encourage them to think of how their robot could help them at home and at school. Get them to write an imaginative text about their robot helper.

### ► English Language Learners

- Provide children with craft materials, such as cardboard boxes, paper, tape, feathers, streamers, craft sticks, etc. Ask children to use the craft materials to design and build a robot. Then encourage them to write a text explaining how they made their robot. Focus on children developing language skills.

### ► Assessment

- PWs 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 333)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Sequencing

**You will need:** coloured pencils

- Read the sentences and draw pictures to match.
- Write numbers next to your pictures to show the order they happened. For example, write '1' next to the first event and '2' next to the second event.

Event	Picture	Order
<p>"I am Rocky the Robot," it said in a robot voice. "I am here to assist you." "Well, you'd better come in then," said Dad with a big smile on his face.</p>		
<p>"It's been ages since anyone has dusted the shelves," replied Dad. Rocky the Robot marched to the hall closet and got out the fluffy duster. CRASH! BANG! This time when Dad came running, he found a broken vase with its pieces all over the floor.</p>		
<p>So far Rocky the Robot hadn't had much luck being a helper. But he still kept trying. But whatever he tried to do to help, it just seemed to go wrong. "Rocky the Robot has failed," he said in a sad robot voice. "Rocky will leave now."</p>		
<p>Rocky stirred and stirred the mixture until it was really well mixed. Then he poured the mixture into a pan. When the cake was baked and cooled, he spread the lemon icing on top and sprinkled it with some coconut.</p>		

**Main teaching focus**

Comprehension: Sequencing; visualising while reading sentences.

**Other teaching focus**

Comprehension: Recalling the sequence of events from the text.

**Teacher's note**

Children draw pictures to match the sentences. They sequence the sentences by recording the order in which they happened. For example, write '1' next to the first event and '2' next to the second event.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Paraphrasing

- Paraphrase the sentences by breaking them into chunks, writing synonyms for some words and then rewriting the sentences.

When Dad looked down, he found an enormous cardboard box sitting on the doorstep.

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Rocky the Robot marched to the hall closet and got out the fluffy duster.

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He set to work quickly dusting the shelves while Dad went back to baking in the kitchen.

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Dad picked up the broken pieces and put them in the bin.

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Tamal sat at the table and picked up his piece of cake.

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**Main teaching focus***Comprehension: Paraphrasing***Other teaching focus***Vocabulary: Synonyms***Teacher's note**

Children paraphrase the sentences by breaking them into chunks, providing synonyms for words in the chunks and then rewriting the sentences

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Using the clues

- Find clues in the text that show us that Dad knew that Tamal was Rocky the Robot.
- Record the clues in Dad’s thinking bubbles.

**Main teaching focus**

*Comprehension:* Identifying clues that help readers infer.

**Other teaching focus**

*Comprehension:* Recalling events from the text.

**Teacher’s note**

Children identify and record clues in the text that helped readers infer that Dad knew that Tamal was Rocky the Robot.

# Summer at Oak Tree Cottage



Level 25 Fiction Word count: 1,134 Text type: realistic fiction

**Extending vocabulary:** appeared, capsule, carvings, curved, distance, explore, gazed, handwritten, porch, ordinary, realised, rounded

**Programme links:** *Summer at Oak Tree Cottage* E-Book, *Ancient Egyptian Pyramids* (non-fiction)

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

**Text summary:** Olivia and Samuel arrive at their grandpa's cottage and they go exploring. In the attic, they discover a special box with old photos, toys and a letter inside. They realise it is a time capsule that their grandpa made when he was a boy. Over the summer, they help their parents repair Oak Tree Cottage and then make their own time capsule.

## Getting started

- Talk about time capsules. Discuss what they are, how they are made and their purpose. Talk about the different types of items that can be put inside a time capsule.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the story will be about. Ask, *Do you think it will be a fiction or non-fiction text? What do you think will happen at Oak Tree Cottage? Why do you think they are spending the summer at Oak Tree Cottage?* Discuss how the title and cover pictures help us make predictions. Ask them to make predictions based on the cover and titles.
- Ask children to share their prior knowledge. Ask, *Have you ever visited an old cottage?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.
  - page 3: Ask, *After looking at the Table of Contents page, what do you think we will read about?*
  - pages 4–5: Ask, *What can Olivia see when she gazes out the window? What does the cottage look like?*
  - pages 6–7: Ask, *Would it have been fun for Dad to grow up at Oak Tree Cottage? What things do you think he might have done with Grandpa?*
  - pages 8–9: Ask, *Where are Olivia and Samuel going to explore? Why have they taken a torch with them? Why would they be surprised to find a narrow staircase behind the door?*
  - pages 10–11: Ask, *What type of room did they find themselves in when they reached the top of the stairs? What type of old things are in the room? Why did the box catch Samuel's eye?*
  - pages 12–13: Ask, *Is Dad looking on with interest as Olivia and Samuel begin to remove the items from the old wooden box? Why do you think it is a very special box?*
  - pages 14–15: Ask, *Why do you think there is a baby blanket, teddy, some toys, photos and a handwritten letter in the box? Who would have put the things in the box? Why was there a photo of a boy and a scruffy-looking dog in a beautiful little box?*

- pages 16–17: Ask, *Who do you think are the people in the photos? Why would Grandpa be with an old car? Would things have been very different when Grandpa was a young boy?*
- pages 18–19: Ask, *What do you think is Samuel's great idea? Why do you think he wants them to make their own time capsule? What special things could they put in the capsule?*
- pages 20–21: Ask, *Would Olivia have to put panda in the time capsule? How could they tell someone in the future a story about themselves? Why would they put drawings, photos and stories in the time capsule?*
- pages 22–23: Ask, *Where could they hide their time capsule so that it will be safe and dry? Is the playhouse in the oak tree a good place?*
- page 24: Ask, *Have they had fun at Oak Tree Cottage? Do you think they want to spend every summer at Oak Tree Cottage?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events in the text?*
- Discuss how this text is fiction. Talk about the structure of

the narrative and ask children to identify the orientation, complication and resolution. Discuss how the story is organised into chapters and paragraphs.

- Talk about the characters and their role in the story.
- Talk about the author's purpose for writing the text.
- Ask inferential questions such as: *Why do you think Grandpa made a time capsule? What could they learn about Grandpa from the things he put in his time capsule?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Asking questions:* Brainstorm words that are question starters, such as 'who', 'what', 'when', 'where', 'why' and 'how'. Discuss how these question starters match with specific answers. For example, if the question begins with 'who', then the answer will be about a person. On the board, copy the sentence 'There, next to an enormous oak tree, stood the little cottage'. Ask children to think of questions that this sentence answers. Get children to complete **PW 130**.
- *Comparing and contrasting:* Ask children to recall the contents of Grandpa's time capsule. Talk about how Olivia and Samuel made a time capsule. Get children to infer the items they put in their own time capsules. Compare and contrast the items in the two time capsules. Get children to complete **PW 131**.
- *Summarising:* Write the chapter titles 'An Old Cottage', 'The Hidden Room', 'The Box' and 'Samuel's Great Idea' at the top of large pieces of paper. As a group, ask children to recall the main events of each chapter to summarise the story.

### Graphophonics

- Find 'cottage' and discuss the 'age' ending. Model the sound these letters make when sounded together. Think of other words that end in 'age'.
- Discuss the 'oa' vowel digraph. Ask children to identify 'oa' in words in the text. Then discuss the long vowel digraph 'ow' in the word 'growing'. Talk about how 'oa' and 'ow' make the same sound in some words.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how readers need to understand word meanings in order to fully comprehend a text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Discuss the following vocabulary: 'appeared', 'capsule', 'carvings', 'curved', 'distant', 'explore', 'gazed', 'handwritten', 'porch', 'ordinary', 'realised', 'rounded'.
- Ask children to say/write the words in a sentence to show their understanding of the meaning.
- Provide children with blank cards. Get them to write a vocabulary word on each card and the definition of each word on a card. Jumble up the cards and ask children to match the words with the definitions.
- Discuss synonyms and antonyms for each word. Ask, *What is*

*a word that has a similar meaning to 'curved'? What is a word that means the opposite of 'distant'?*

- Ask children to locate the vocabulary words in the text. Encourage them to use the content of the sentence to explain the meaning of the word.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Identify the phrases 'carefully rounded the last bend'. Discuss how it means that they came around the bend. Ask, *How did they come around that last bend?*
- Discuss the phrase 'the sound of Dad chopping wood became distant'. Ask, *What does it mean if a sound becomes distant?* Talk about how it means it became softer, as though you are further away or more distant from the sound.
- Discuss the phrase 'to their surprise' and how it means they were surprised or it wasn't what they were expecting.

### Text conventions

- *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. Write the text from page 16 on a sheet of paper. Tell children to colour over the words that are between the speech marks. Have them role-play the conversation by reading the text between the speech marks.
- *Commas:* As a group, discuss commas and ask children to identify the commas in the text. Get children to show how they pause at commas.
- *Chapters:* Get children to locate the four chapters in the text. Ask, *Why do you think a text would be written in chapters?* Encourage children to talk about the main things that happened in each chapter.

### Writing

- Ask children to think about what they would put in a time capsule. Ask, *What items would you put in it? How could you represent what your life is like?* Get children then to think about what they would write in the letter to put in the time capsule. Ask, *What could you write about that would tell people in the future about your life?* Get children to complete **PW 132**.

### ► English Language Learners

- Talk about what it would be like to live in the olden days. Ask, *How would it be different from the life you live today?* As a group, look at pictures of life in the olden days. Ask children to describe what they see. Get children to compare and contrast 'life today' and 'life long ago' by completing a Venn diagram.

### ► Assessment

- PWs completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 106 could be kept in the child's portfolio
- Complete Running Record (page 334)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Writing questions

- Write two questions to match each sentence. Begin your questions with 'who', 'what', 'when', 'where' or 'why'.
- The first one has been done for you.

Sentence	Questions
There, next to an enormous oak tree, stood the little cottage.	<i>Where is the little cottage?</i> <i>What size is the oak tree?</i>
The car pulled up beside the old cottage and the family began to unpack.	
As Olivia and Samuel climbed the narrow staircase, the sound of Dad chopping wood became distant.	
As they started to explore the room, they found old tools and books covered in dust.	
As the days went on, they drew pictures, took photos and wrote some stories to put in the time capsule.	
Mum patched a hole in the roof and Dad worked on fixing the playhouse.	
Once the time capsule was hidden, they spent the rest of the afternoon relaxing.	

**Main teaching focus**

*Comprehension:* Writing questions that a text answers.

**Other teaching focus**

*Comprehension:* Clarifying and extending thinking through questioning.

**Teacher's note**

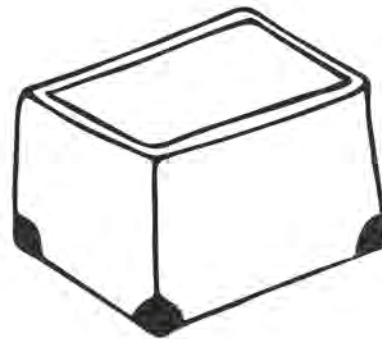
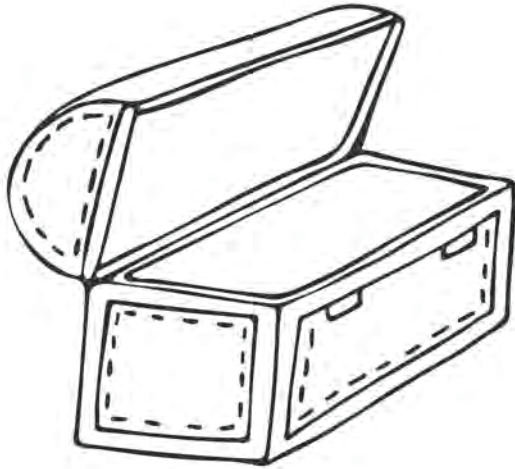
Children read each passage of text and then write two questions that are answered by these sentences. They record the questions in the second column.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Comparing time capsules

**You will need:** coloured pencils

- Draw the contents of Grandpa’s time capsule.
- Draw what you think Olivia and Samuel put in their time capsule.
- Answer the questions.



How are the contents of the time capsules similar?

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How are the contents of the time capsules different?

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Why would the contents of the time capsules be similar?

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Why would the contents of the time capsules be different?

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**Main teaching focus**

*Comprehension:* Comparing and contrasting; inferring

**Other teaching focus**

*Comprehension:* Recalling events from the text.

**Teacher’s note**

Children draw the contents of Grandpa’s time capsule. They then draw the contents of Olivia and Samuel’s time capsule. They then compare and contrast the two time capsules and answer the questions at the bottom of the page.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Time capsule letter

- Write a letter about yourself that you could put in a time capsule.

To whoever finds this letter,

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**Main teaching focus**

*Writing:* Composing a transactional text – letter.

**Other teaching focus**

*Comprehension:* Recalling events from the text; making connections

**Teacher’s note**

Children write a letter about themselves that they could place in a time capsule.

# Martina and Amelia

Level 25

Fiction

Word count: 1087

Text type: Narrative



**Extending vocabulary:** balancing, discovered, furniture, hours, it'll, meanwhile, nervous, quietly, sighed, thoughtfully

**Programme links:** *Why People Move* (non-fiction)

**Curriculum links:** community, me/family

**Story summary:** Martina has moved to a new town. Amelia's best friend has moved away. Amelia's mum welcomes Martina's family to the neighbourhood. Martina and Amelia realise they have lots of things in common. They spend the summer together. When school draws closer, Martina is sad. She thinks that Amelia will find a new best friend. Amelia says Martina is her best friend.

## Tuning in

- Have children talk about their best friends. Ask, *What does it mean to have a best friend? What things do you have in common with your best friend? How did you meet your best friend?*

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover illustration. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and cover illustration help us make predictions.
- Ask children to share their prior knowledge. Ask, *What do you know about moving to a new town? Have you ever had to move to a new neighborhood? What do you know about making new friends?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustration as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text? What knowledge of the world do you have that links with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *Do you think Martina likes her new room? What can Martina see from her window? What do you think Martina and Eva need to help carry inside from the moving van?*

pages 6–7: Ask, *How do you think Martina feels about moving to a new home in a different city? Would it be easy moving every few years? Why do you think it is so hard saying goodbye to her best friend, Sofia?*

pages 8–9: Ask, *Who is watching sadly from across the road? Why would Amelia be sad to see someone moving into the house where her best friend, Emma, had lived? Why would Amelia and her Mum make cookies for the new family across the street?*

pages 10–11: Ask, *What are Amelia and her mum and dad bringing to the new family? Why do you think they've come to say hello?*

pages 12–13: Ask, *What are Martina and Amelia doing while the adults are in the living room? Do you think they both miss their best friends? Could Martina and Amelia look after each other for the summer? Why do you think it's good that they both like football?*

pages 14–15: Ask, *What are the families in the neighborhood doing the next Saturday? What have Martina and Amelia run off to play?*

pages 16–17: Ask, *What did they spend the summer doing? Where are they having picnics? What do you think they play for hours and hours? Did they discover that they have a lot of things in common?*

pages 18–19: Ask, *Why do you think Martina is looking more and more worried as the new school year draws closer? Why do you think she isn't telling Amelia what is bothering her? Why might Amelia think Martina is angry at her or is sick of playing with her?*

pages 20–21: Ask, *Who has come to talk to Amelia? Why do you think Amelia is worried about what Martina is going to say?*

pages 22–23: Ask, *Why would Martina be nervous about starting school? Why does Martina think that Amelia will look for a new best friend when they start school? Does Amelia need a new best friend or does she have Martina?*

page 24: Ask, *Does Martina need to worry? Does she have Amelia to show her around and take care of her? Do they need to make the most of their time before school starts now?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text.



Ask, *What image can you see in your mind?*

- **Questioning:** After reading the text (chapter, page or paragraph), have children ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events in the story?*
- Ask inferential questions such as: *How did Amelia feel when her mum suggested that she help to make the cookies? Why was it good that Martina and Amelia discovered they both like football? In what other ways could Martina have dealt with her worries about starting school? How did the two girls become best friends?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings.

Choose from the following activities.

### Comprehension

- **Answering questions:** Have children talk about the characters and events in the story. On strips of paper, write literal and inferential questions, such as 'What did Amelia and her mum make for Martina's family?' and 'Why did Amelia feel sad about someone moving into Emma's old house?' Discuss how the answers to some questions can be found in the text and others need to be answered by thinking. Have each child take a question strip and answer their question. Have children complete **PW 133**.
- **Sequencing:** Have children discuss what happened in the story. Ask, *What happened at the beginning/middle/end of the story? What did the characters do in the story?* On strips of paper, have children record the main events from the story. Jumble up the sentence strips and have children sequence them. Then draw pictures to match. Have children complete **PW 134**.
- **Character study:** Have children discuss the main characters in the story: Amelia and Martina. Ask children to think about their thoughts, feelings and actions. Ask, *What did they think, do and feel in the story?* Have children compare and contrast Amelia and Martina. Ask, *In what ways are they similar? In what ways are they different?* Have children complete **PW 135**.

### Phonological awareness/Graphophonics

- Find 'wrong' and talk about how the 'w' at the beginning of the word is silent. On the board, write other words that have a silent 'w' at the beginning, such as 'write', 'wriggle', 'wrap' and 'wrist'. Have children practise reading these words.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Identify 'balancing' and discuss how if you can balance

something, you can put it somewhere carefully so it does not fall. Ask, *Are you good at balancing a coin on the end of your finger?*

- Talk about 'discovered' and how it means you have found something or you have found out about something thing. Ask, *What things have you discovered?*
- Identify 'hours' and discuss how we measure time in hours. Talk about how there are 60 minutes in one hour and 24 hours in one day.
- Find 'it'll' and discuss how it is a contraction. Write 'it will' and 'it'll' on the board. Explain how the apostrophe is written in place of some letters when the words are combined. Have children use 'it'll' in a sentence.
- Discuss 'nervous' and how it refers to feeling anxious or afraid and excited about something that is going to happen. Have children describe a time they have felt nervous.
- Discuss how 'sighed' refers to breathing out heavily because you are tired or sad. Have children show how they can sigh.
- Talk about 'thoughtfully' and how it refers to doing something with careful thought and consideration. Ask, *Why can it be good to answer questions thoughtfully?*

### Combining vocabulary for better understanding

- Discuss interesting phrases in the text. Talk about how readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the phrase 'pack up and move'. Ask, *What does it mean to pack up and move? What things would they pack up? What does it mean to move somewhere?*
- Talk about the phrase 'the new school year drew closer'. Have children discuss what it means for something to draw closer. Ask, *Is it almost time for school to start? How do you know?*

### Text conventions

- **Commas:** As a group, discuss commas and have children identify the commas in the text. Model how readers pause at commas.
- **Speech marks:** Discuss speech marks. Explain that text between speech marks is what a character is saying. Have children identify speech marks in the text.

### Writing

- Have children write a summary of the story. Tell them to write about what happened in the beginning, middle and end. Support children in describing the characters' feelings.

### ► English Language Learners

- Discuss friendships. Have children talk about how Martina and Amelia became friends in the story. Ask, *What things did they do that helped them become friends?* As a group, brainstorm what makes a good friend. Have children make a poster about what makes a good friend.

### ► Assessment

- PWs 133, 134 and 135 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 335)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Answering questions

- Write answers to the questions below.

How did Martina feel about moving to a new home in a different city?

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Why was Amelia sad to see a new family moving in across the road?

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Why does Amelia's mum make cookies for Martina's family?

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Why is it good that Martina and Amelia discover they both like football?

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Why doesn't Amelia understand Martina's sadness at first?

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In what other ways could Martina have dealt with her worries about starting school?

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What things might Amelia do to help Martina when they go to school?

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**Main teaching focus**

*Comprehension:* Answering literal and inferential questions

**Other teaching focus**

*Comprehension:* Recalling events from the text; inferring characters' thoughts and reasons for their actions

**Teacher's note**

Children answer the literal and inferential questions about the text. They record the answers on the lines provided.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Sequencing the story

**You will need:** coloured pencils

- Read the sentences and draw pictures to match.
- Write numbers next to your pictures to show the order they happened.
- For example, write '1' next to the first event and '2' next to the second event.

Event	Picture	Order
The next morning Amelia crossed the street with her mum and dad. They were carrying the cookies in a white box and a bunch of flowers. They rang the doorbell and waited.		
Martina and Amelia spent the rest of the summer together. They swam in the lake on hot afternoons.		
The adults went into the living room. Martina and Amelia stood in the hallway and looked at each other in silence.		
But as the start of the new school year drew closer, Martina began to look worried. She wasn't laughing as often and Amelia sometimes noticed her gazing off into the distance with a sad face.		
Martina sighed. "I know when we start school, you will be looking for a new best friend! We only agreed to look out for each other over summer!"		
Amelia hugged Martina and laughed. "I don't need a new best friend anymore," she said. "I've got you!"		

**Main teaching focus**

*Comprehension:* Sequencing; visualising while reading sentences

**Other teaching focus**

*Comprehension:* Recalling events from the text

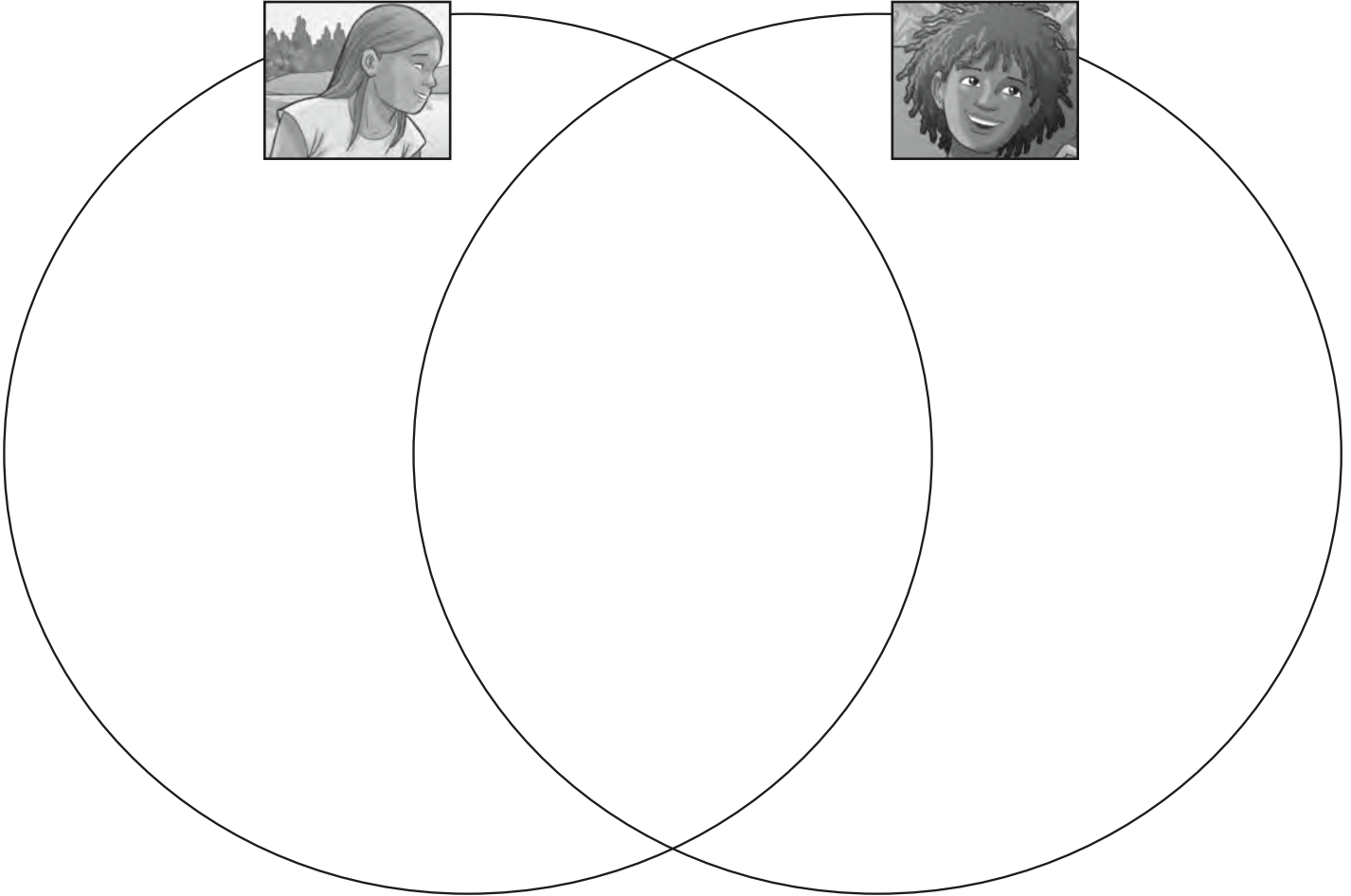
**Teacher's note**

Children draw pictures to match the sentences. They sequence the sentences by recording the order in which they happened.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Comparing characters

- Think about Amelia and Martina’s thoughts, feelings and actions in the story.
- Compare and contrast Amelia and Martina.
- Write in the Venn diagram what they have in common and how they are different.




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**Main teaching focus**

*Comprehension:* Comparing and contrasting characters in a story; analysing characters’ thoughts, feelings and actions

**Other teaching focus**

*Comprehension:* Recalling events from the story

**Teacher’s note**

Children compare and contrast Martina and Amelia’s thoughts, feelings and actions in the story. They record what they have in common and how they are different in the Venn diagram.

# City Life, Farm Life



Level 25 Non-fiction Word count: 96 | Text type: Discussion

**Extending vocabulary:** bundled, fewer, general, lined, normally, round (as in 'round up'), several, surrounded

**Programme links:** *City Life, Farm Life* E-Book, *A Dog Called Prince* (fiction)

**Curriculum link:** community, environment

**Text summary:** Find out what it is like to live in a city or on a farm. Learn about city and farm houses, work, buildings and schools and how people get around in the city or on a farm. Think about why some people like living in the city and some people like living on a farm.

## Getting started

- Ask children to talk about where they live and what their life is like. Have them describe where they live, how they get to places, what their school is like and the type of buildings that are around.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or non-fiction text?*
- Encourage children to share their prior knowledge relating to the text. Ask, *Do you live in a city or on a farm? Have you ever been to a city/farm?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

*pages 4–5: Ask, What would life be like in the city or on a farm? What are the buildings like in a city? What things would you see in the city? How would a farm be peaceful? Are there fewer people and less traffic in a city or on a farm?*

*pages 6–7: Ask, Where do most city people live? Are the houses close together in a city? Why might people live in a block of flats in the city? Why wouldn't farmhouses be close to each other?*

*pages 8–9: Ask, Where would most people work in the city? What would workers in shops do? What would the people who work in restaurants and cafés do? Would police officers, firefighters, doctors and nurses work in the city?*

*pages 10–11: Ask, Where is most work done on a farm? What would the dogs do on cattle or sheep farms? What things would farmers need to check on a farm? What work would farmers do if they were growing crops?*

*pages 12–13: Ask, What type of buildings line city streets? Where would you find lots of cafés and restaurants? Why would there be parks with grass, trees and paths? What other places could you visit in a city?*

*pages 14–15: Ask, Where would you find barns and machinery sheds? What buildings would there be for animals? Would there be a lot of shops in a country town?*

*pages 16–17: Ask, What size are most city schools? What types of things would you find in a city school? Where do most farm children go to school? How are small schools the same as large city schools? How are they different?*

*pages 18–19: Ask, How would people in a city often get to work? How many people do you travel with if you take public transport?*

*pages 20–21: Ask, What could farmers ride to get around the farm? How else could farmers get around the farm? Why would farm children often catch a bus to school?*

*pages 22–23: Ask, What are the best parts of living in a city? What is the best part about living on a farm?*

*page 24: Ask, What could you use the glossary for? What could you use the index for?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about.
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify them through discussion, teacher/student expertise and by using a dictionary.
- **Visualising:** Discuss visualising and ask children to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas in the text?*

- Ask inferential questions such as: *Why would some people choose to live on a farm? Would there be more types of jobs for people in the city or on a farm? Why wouldn't there be as much space between houses in some cities?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Evaluating*: Get children to talk about whether they might like city life or farm life best. Discuss how there might be positive and negative aspects of each type of life. Write the headings 'Plus', 'Minus' and 'Interesting' at the top of a sheet of paper. As a group, record positive, negative and interesting things about city life and farm life. Children complete the PMI tables on **PW 136**.
- *True or false*: Talk about different elements of city life and farm life. Discuss the meaning of the terms 'true' and 'false'. On the board, write the sentence 'Farmers often ride on bicycles to check the fences and to look for sick animals'. Ask, *Is this sentence true or false?* Continue with other sentences. Get children to complete **PW 137**, deciding if statements are true or false.
- *Recall*: Ask children to recall facts about living in a city and living on a farm. Ask, *How are city life and farm life similar/different?* Get children to draw pictures that represent living in a city and living on a farm. Encourage them to include buildings, transport, schools and houses. Get children to complete **PW 138**, comparing and contrasting city and farm life.

### Graphophonics

- Identify 'workers' and discuss the sound the letters 'or' make. Get children to locate 'suburbs' and talk about the sound made by the letters 'ur'. Discuss how 'or' and 'ur' make the same sound in these words.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words.
- Identify 'bundled' and discuss how it means something was collected. Get children to bundle some papers.
- Discuss how 'fewer' means 'a smaller number'. Ask, *If there were fewer than seven people in a room, how many could there be?*
- Talk about how 'general' means something is broad or has a wide range. Talk about how if something is general, it is not specific.

- Discuss how 'lined' refers to being along the edge or in a row. Get children to line the wall of the classroom.
- Find 'normally' and discuss how it is a synonym for 'usually'. Ask children what they normally do at lunch.
- Identify 'round' and talk about what it means to 'round up' something. Get children to round up everyone in the class to show their understanding.
- Talk about how 'several' means 'quite a few' or 'a number of'. Get children to collect several books.
- Discuss how 'surrounded' refers to the area all around something. Talk about how if something is surrounded, it is enclosed or bordered.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the words 'open space'. Get children to discuss the meaning of each of the words. Encourage children to explain how it refers to big pastures or fields. Ask children to draw pictures to show their understanding of the words 'open space'.
- Discuss the phrase 'away from the centre of the city'. Encourage children to explain the meaning of the words 'centre of the city'. Discuss how this means the middle of the city. Ask, *What would 'away from the centre' mean?*

### Text conventions

- *Index*: Ask children to identify the index on page 24. Model how readers look at the index to find out which page a particular topic is on.
- *Paragraphs*: Discuss how sentences can be grouped together to make paragraphs. Talk about how sentences in a paragraph are about a similar topic. Ask children to identify paragraphs.

### Writing

- Ask children to explain why they would prefer to live in the city or on a farm. Have them write a text that explains their choice. Encourage children to separate their writing into paragraphs and include supporting details for their argument.

### ► English Language Learners

- Give children boxes, blocks, toy cars and toy farm animals. Get children to use the materials and the information they learned from the text to design and make a city and a farm. Focus on enhancing children's vocabulary and language skills.

### ► Assessment

- PWs 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 336)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Plus, minus, interesting

- Write 'plus', 'minus' and 'interesting' things about living in a city.
- Write 'plus', 'minus' and 'interesting' things about living on a farm.

## City life

P		
M		
I		

## Farm life

P		
M		
I		

**Main teaching focus**

*Comprehension:* Evaluating information from a text.

**Other teaching focus**

*Comprehension:* Linking information in a text to personal experiences and opinions.

**Teacher's note**

Children think of and record positive, negative and interesting things about living in a city. Then they record positive, negative and interesting things about living on a farm.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# True or false

- Read each sentence. If it is correct, circle 'True'. If it is incorrect, circle 'False'.

Most farm people live in houses in the suburbs.	<i>True</i>	<i>False</i>
Sometimes people in the city live in a flat.	<i>True</i>	<i>False</i>
Farmhouses usually have a lot of space between them.	<i>True</i>	<i>False</i>
Most city people work in offices, banks and stores.	<i>True</i>	<i>False</i>
Most work on a farm is done indoors.	<i>True</i>	<i>False</i>
Farmers have to check and fix things on a farm.	<i>True</i>	<i>False</i>
Most people in the city do the same work as people on farms.	<i>True</i>	<i>False</i>
In the city the streets are lined with tall buildings.	<i>True</i>	<i>False</i>
On a farm you might find a building that has machinery inside it.	<i>True</i>	<i>False</i>
A city school would have more classrooms than a school in a small town.	<i>True</i>	<i>False</i>
Schools in small towns have music rooms and computer rooms.	<i>True</i>	<i>False</i>
Lots of people take public transport on a farm.	<i>True</i>	<i>False</i>
Children in the city and children on a farm can go to school by bus.	<i>True</i>	<i>False</i>
You will only see helicopters in the city.	<i>True</i>	<i>False</i>
There are lots of places to buy food in a city.	<i>True</i>	<i>False</i>

### Main teaching focus

*Comprehension:* Recalling information to answer true or false questions.

### Other teaching focus

*Comprehension:* Linking information across sentences and paragraphs.

### Teacher's note

Children read each sentence about city life and farm life. If the statement is correct, they circle 'True' and if the statement is incorrect, they circle 'False'.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Recall

- Recall information about living in a city and living on a farm. Record it in the table.
- Compare and contrast city life and farm life by answering the questions at the bottom of the page.

	In a City	On a Farm
Houses		
Work		
Buildings		
Schools		
Getting around		

What things are similar about city life and farm life?

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What things are different about city life and farm life?

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Would you choose to live in the city or on a farm? Why?

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**Main teaching focus**

*Comprehension:* Recalling information from a text; comparing and contrasting ideas in a text.

**Other teaching focus**

*Comprehension:* Linking information from a text to personal experiences; forming an opinion based on ideas in a text.

**Teacher's note**

Children recall and record information about city and farm life. Then they write how city and farm life are similar and different. Children then decide where they would choose to live.

# Wild Savannah Zoos



Level 25 Non-fiction Word count: 878 Text type: Report

**Extending vocabulary:** area, damaged, explore, herds, nearest, overnight, protect, roam, season, thrill, unusual

**Programme links:** *Wild Savannah Zoos* E-Book, *Sleepover Safari* (fiction)

**Curriculum link:** animals, community, environment, science

**Text summary:** Learn about savannahs and the animals that live on these large grasslands. Find out about wild savannah zoos around the world and how they help protect endangered animals. Discover what you can do to help protect endangered animals and their habitats.

## Getting started

- Draw a large picture of a savannah on a sheet of paper or on a white board. Ask children to brainstorm and draw animals that live in this habitat.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the text will be about.
- Get children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *Why do you think a savannah is also called grassland? Are there many trees on a savannah? What do you think the weather is like on a savannah?*

pages 6–7: Ask, *What animals live in the African savannah?*

pages 8–9: Ask, *Why might some animals of the savannah be endangered? How would people damage the savannah? Why might hunters kill animals? What happens when the animals have all died and there are no more left? Why do you think most of the African savannah has been made into special wildlife parks?*

pages 10–11: Ask, *Do you think people are allowed to live in the Serengeti National Park? Why would endangered animals live in the Serengeti National Park? How would the park rangers help protect rhinoceroses from the hunters? What other animals might be endangered?*

pages 12–13: Ask, *How would other countries be helping to save and protect these animals? Why would they make wildlife parks or safari parks? How is the safari park like the savannah? Would it be a safe place for endangered animals?*

pages 14–15: Ask, *What do you think people can see at the Taronga Western Plains Zoo in Australia? Why might people want to go on a night safari? Who would the zookeepers work with to find out about saving endangered animals? Why do you think they might be trying to save the African black rhinoceros?*

pages 16–17: Ask, *What might visitors see at the African Lion Safari in Canada? What are the different ways that visitors can get around the zoo to see the animals? Why would the zoo have a special breeding programme for Asian elephants and cheetahs?*

pages 18–19: Ask, *What do you think visitors can see at the San Diego Zoo Safari Park in the United States? Why would the African animals roam freely? Why do you think there is an animal hospital at the zoo?*

pages 20–21: Ask, *How can visitors explore this zoo? How can visitors 'fly' over the park? Why might people want to explore the park by riding a Segway? Why do you think the San Diego Zoo Safari Park works with people in Africa who are trying to protect African elephants?*

pages 22–23: Ask, *How could you help protect endangered animals and their habitats even though you are far away from Africa? Why should you clean up near your home?*

page 24: Ask, *What could you use the glossary for? What could you use the index for?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about.
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify them through discussion, teacher/student expertise and by using a dictionary.
- **Visualising:** Discuss visualising and ask children to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*

- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas in the text?*
- Ask inferential questions such as: *Why is it important that endangered animals are protected? What do you think would happen if there were no wildlife parks or zoos? Why would the safari parks be made to look like the savannah?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- **Cloze:** Get children to talk about savannahs, the animals that live there and how the safari parks are helping to protect the endangered animals. Write sentences from the text on the board, but have one word missing. As a group, discuss strategies for working out what the missing word could be. Encourage children to use the sentence content and also support them in recalling facts from the text. Encourage them to re-read the sentence to ensure it makes sense. Get children to complete the cloze activities on **PW 139**.
- **Summarising:** As a group, re-read the first paragraph on page 4. Ask, *What is the main idea of this paragraph? What is it teaching readers?* Record the main idea on the board. Discuss how the main idea is often found in the first sentence of a paragraph. Get children to identify details that support or explain the main idea. Record the supporting details under the main idea. Emphasise the importance of children recapping information in their own words. Get children to complete **PW 140** (page 189), finding the main ideas and supporting details.

### Graphophonics

- Identify 'pollution' and talk about the sound made by the 'tion' ending. As a group, brainstorm other 'tion' words.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explain the word meanings.
- Identify 'area'. Discuss how it means a specific region.
- Discuss how 'damaged' means 'harmed' or 'destroyed'. Ask, *How do things get damaged?*
- Talk about how 'explore' means to look at or discover.
- Discuss how 'herds' refers to a group or pack. Ask children to think of animals that live in herds.
- Find 'nearest' and discuss how it is a synonym for 'closest'.

- Talk about how 'overnight' refers to the time from evening till morning. Discuss how if you stay somewhere overnight, it means you stay until morning.
- Identify 'protect' and discuss how it means to keep something safe. Talk about how we can protect things.
- Discuss how 'roam' refers to wandering or walking around. Get children to roam around the room.
- Discuss how 'thrill' refers to excitement or adventure.
- Locate 'unusual' and talk about how it means 'strange'. Discuss how it refers to something that is different from what usually happens.

### Combining vocabulary for better understanding

- Discuss interesting phrases in the text. Talk about how readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the phrase 'thanks to the work of the park rangers'. Talk about the work park rangers do and how they are helping to save the animals.
- Discuss the sentence 'The zookeepers from this zoo work with groups of people around the world who are saving endangered animals'. Discuss what 'groups of people' means. Ask, *Where are the groups of people?* Talk about what the groups of people do. Ask, *What would they be doing if they were saving endangered animals?*

### Text conventions

- **Text emphasis/italic font:** Talk about how some words in the text are shown in italics and how the meanings of these words can be found in the glossary on page 24.
- **Diagrams/maps:** Identify the maps in the text and get children to discuss how they provide information. Ask, *How do maps help us understand the text?*

### Writing

- As a group, discuss the facts that were in the text. Ask children to recall what they learned about savannahs, the animals and how they are endangered. Discuss the terms 'fact' and 'opinion'. Talk about how 'opinion' refers to people's views and beliefs. Ask, *What is your opinion of the safari parks? How did the information in the text make you feel?* Get children to complete **PW 141** (page 190), recording opinions about the text.

### ► English Language Learners

- Get children to talk about the things they can do to help protect endangered animals and their habitats. Give children pieces of poster board and markers. Encourage them to make posters that explain what people can do to help save the animals and their habitats.

### ► Assessment

- PWs 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 337)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Cloze

- Read the sentences below.
- Write in the missing words so that the sentences make sense.



## Serengeti National Park

The Serengeti National Park is one of Africa's best-known wildlife parks. It covers a very large \_\_\_\_\_ in the country of Tanzania. People are not allowed to live in the Serengeti National \_\_\_\_\_. The Serengeti National Park is home to many \_\_\_\_\_ that are endangered. The black rhinoceros is \_\_\_\_\_ extinct after being hunted for its horns. Park rangers patrol the park day and \_\_\_\_\_ to protect the rhinoceroses from illegal hunters called poachers.

In the past, \_\_\_\_\_ hunted African elephants for their ivory tusks. In 1990, there were only 500 African elephants \_\_\_\_\_ in this area. Today, \_\_\_\_\_ is not allowed to be sold. Thanks to the work of the park rangers, there are now more than 2,100 elephants in the park.

## Taronga Western Plains Zoo

The Taronga Western Plains Zoo in the country of Australia is a very large open-\_\_\_\_\_ zoo. It is home to more than 1,000 animals and is the only \_\_\_\_\_ in Australia where visitors can see African elephants and black rhinoceroses.

Visitors can walk around the zoo's many paths or explore the \_\_\_\_\_ by car, bike or electric cart. They can even stay \_\_\_\_\_ - sleeping in tents and going on a night safari (trip). The zookeepers from this zoo work with groups of people \_\_\_\_\_ the world who are saving endangered animals. One of the animals they are \_\_\_\_\_ to save is the African black \_\_\_\_\_.

**Main teaching focus**

*Comprehension:* Cloze where words aren't given.

**Other teaching focus**

*Comprehension:* Using word meanings and sentence context to gain meaning from text.

**Teacher's note**

Children complete the cloze by writing in the missing words. Then they re-read the passage to ensure it makes sense.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Summarising



- Read each paragraph below.
- Write the main idea of the paragraph in the oval.  
Write the supporting details in the box.

A savannah is grassland – a place with very few trees, but lots of grass. Savannahs are found in places where it is warm all year round. They have a wet season (warm with lots of rain) and a dry season (warm with very little rain). The African savannah is between the rain forest and the desert.

Some animals of the savannah are now endangered. This means they are in danger of dying out. These animals are endangered because of hunting and because their habitats have been destroyed. People have damaged the savannah through cattle grazing, pollution and lighting fires.

**Main teaching focus**

*Comprehension:* Summarising; identifying the main idea.

**Other teaching focus**

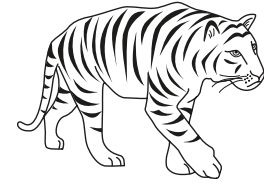
*Comprehension:* Recapping important information; identifying supporting details.

**Teacher's note**

Children read each paragraph from the text, then record the main idea in the oval. Children then record the supporting details from each paragraph in the boxes.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# My opinion



- Read each fact from the text.
- Write sentences explaining your opinion about the facts.  
Explain what it makes you think and how it makes you feel.

Fact	My opinion
<p>Some animals of the savannah are now endangered. These animals are endangered because their habitats have been destroyed. People have damaged the savannah through cattle grazing, pollution and lighting fires.</p>	
<p>Some animals of the savannah are endangered because of hunting. Hunters kill animals such as African elephants, black rhinoceroses and cheetahs for their skins or other body parts.</p>	
<p>Other countries around the world are helping to save and protect the animals that live in the African savannah. One of the ways these countries help is by making their own wildlife parks, known as safari parks.</p>	

**Main teaching focus**

*Comprehension:* Exploring facts and developing opinions.

**Other teaching focus**

*Comprehension:* Making judgements on what was read; making connections.

**Teacher's note**

Children read the factual sentences from the text. Then they form their own opinion about the facts by considering what they think and feel. Children record their opinions next to the facts in the table.

# Simple Machines

Level 25 Non-fiction Word count: 870 Text type: informational



**Extending vocabulary:** furniture, gas, instead, invented, machine, normally, plastic, power, simple, steep, types

**Programme links:** *Simple Machines E-Book, Rocky the Robot Helps Out* (fiction)

**Curriculum link:** physical science

**Text summary:** We use simple machines every day. Learn how the ramp, screw, wheel and axle, pulley, lever and wedge make things easier for us.

## Getting started

- Ask children to brainstorm machines. Ask, *What machines do you know? Where can you find machines? What do machines do?*

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the story will be about. Ask, *Do you think it will be a fiction or non-fiction text? What do you think we will learn about simple machines?* Discuss how the title and cover pictures help us make predictions. Encourage children to look at the chapter titles on the Table of Contents page. Ask them to make predictions based on the chapter titles.
- Ask them to share prior knowledge. Ask, *What do you know about simple machines? What simple machines do you use?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.
  - page 3: Ask, *After looking at the Table of Contents page, what do you think we will read about?*
  - pages 4–5: Ask, *Why do you think machines are built? How does a car make it easier for us? What job is easier with an oven? How does a clock help us? Can machines also be simple things? Would a wheelbarrow, a can opener and scissors be machines?*
  - pages 6–7: Ask, *Where could a machine get the energy or power it needs to work? Where does a wheelbarrow get the energy it needs to move a load from one place to another? Where does a windmill get the energy it needs to move water up from the ground and into a water tank?*
  - pages 8–9: Ask, *When do you think the six simple machines were invented? Are they still used all over the world? Can they be used on their own or put together to make bigger machines? What do you think a ramp, screw, wheel and axle, pulley, lever and wedge are used for?*
  - pages 10–11: Ask, *Why do you think a ramp is also known as an inclined plane? What things can a ramp be made out of? Is a ramp always higher at one end? How would someone use a ramp to get heavy things off the ground and up onto a truck?*
  - pages 12–13: Ask, *Can screws push forward and backward? How does it go in? What happens if it is turned the other way? Can screws be used to join things together such as wood or metal? What other uses can screws have?*
  - pages 14–15: Ask, *Why would the wheel and axle be one of the*

*most important simple machines? What is an axle? Why do you think the rod goes through a wheel? Would it make it easier for the wheel to turn? How do wheels and axles help people move their babies more easily? Do bikes, skateboards and roller skates use wheels and axles?*

*pages 16–17: Ask, How is a pulley a type of wheel? How does a rope or chain move around it? Can we use pulleys to help us lift heavy things? How would pulleys be used to raise and lower flags? What happens when one end of rope is pulled down? Does a bike use a pulley to turn the wheels when you pedal?*

*pages 18–19: Ask, How can a lever be used to lift something that is heavy? Can they be short or long? Why would it need to be made of something that won't bend? Is a seesaw a lever? What happens when one end of the lever is pushed down?*

*pages 20–21: Ask, What is a wedge? Why would one end be thicker and the other end pointed? How could a wedge be used to split something in two? Are axes and knives examples of wedges? How could a wedge be used to hold something in place?*

*pages 22–23: Ask, How do machines help us do things that would normally be very difficult? Can simple machines be used alone? Can they be put together in lots of different ways? Can you see any of the six simple machines around you?*

*page 24: Ask, What could we use the glossary for? How might the index help us read the text?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or

paragraph), get children to ask and answer questions related to the text they have read.

- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas and supporting details in the text?*
- Discuss how this text is non-fiction. Talk about text structure and ask children to identify the chapters and paragraphs.
- Talk about the author's purpose for writing the text.
- Ask inferential questions such as: *What things can you think of that use more than one type of simple machine? Which do you think is the most useful simple machine? Why?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- **Recall:** Ask children to talk about the simple machines in the text. Ask, *How do the simple machines work? What do they do to make our life easier?* Find simple machines around the room and ask children to identify the simple machines and how they work. Ask, *How do these simple machines make jobs easier for us?* Get children to complete **PW 142**.
- **Answering questions:** Discuss literal and inferential questions. Talk about how the answer to literal questions can be found in the text and how readers need to use clues from the text to answer inferential questions. Write literal and inferential questions about the text on the board and get children to answer the questions. Have them identify if they were literal or inferential questions. Get children to complete **PW 143**.
- **Compare and contrast:** Select two different simple machines from the text. Ask children to recall how they are used. Get them to compare and contrast the two simple machines.

### Graphophonics

- Identify 'screw' and talk about the 'ew' vowel digraph. Brainstorm and record other 'ew' words.
- Find 'machine' and discuss the sound the 'ch' makes in this word. Talk about how it makes the same sound as 'sh'.
- Talk about compound words. Discuss how compound words occur when two words have been joined together to form one word. Locate compound words in the text, such as 'crowbar', 'seesaw' and 'skateboards'.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how readers need to understand word meanings in order to fully comprehend a text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Discuss the following vocabulary: 'furniture', 'gas', 'instead', 'invented', 'machine', 'normally', 'plastic', 'power', 'simple', 'steep', 'types'. Get children to complete **PW 144**.
- Ask children to say/write the words in a sentence to show their understanding of the meaning.
- Provide children with blank cards. Have them write a vocabulary word on each card and the definition of each word on a card. Jumble up the cards and get children to match the

words with the definitions. Children can also use the cards to play games, such as Memory.

- Discuss synonyms and antonyms for each word. Ask, *What is a word that has a similar meaning to 'normally'? What is a word that means the opposite of 'simple'?*
- Ask children to locate the vocabulary words in the text. Encourage them to use the content of the sentence to explain the meaning of the word.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Identify and discuss the meaning of the sentence 'An axle is a rod that goes through a wheel'. Ask, *What is an axle? Where does the axle go?*
- Discuss the sentence 'When one end of the rope is pulled down, the flag attached to the other end of the rope goes up'. Ask, *What happens when one end of the rope is pulled down? How does the other end of the rope go up?*
- Discuss the sentence 'One end is pointed while the other end is thicker'. Ask, *What are the two ends like? Are both ends the same?*

### Text conventions

- **Glossary:** Ask children to identify the glossary on page 24. Discuss how readers find out the meaning of words in the text. Ask children to read the definitions in the glossary.
- **Labels:** Look at the photograph on page 14. Get children to identify the labels 'wheel' and 'axle'. Talk about how labels on pictures or photographs help readers understand the text.
- **Headings:** Ask children to locate the headings in the text. Discuss how the headings help readers to understand what will be on each page.

### Writing

- Ask children to discuss the machines they use every day and how they make jobs they do every day easier. Get children to write a text titled 'Machines I use every day'.

### ► English Language Learners

- Provide children with everyday machines, such as a can opener and a pair of scissors. Ask children to look carefully at the items and identify the simple machines. Ask, *Can you identify more than one simple machine in each of these items?* Get children to draw a diagram of each of the items and label the simple machines.

### ► Assessment







- PWs completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 115 could be kept in the child's portfolio
- Complete Running Record (page 338)



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Machine recall

- Look at the machines in each picture.
- Record what type of machine it is and how it works.

Item	Type of simple machine	How it works
		
		
		
		
		
		

**Main teaching focus**

Comprehension: Recalling information in a text

**Other teaching focus**

Comprehension: Applying information gained through reading text.

**Teacher's note**

Children identify and record the simple machines in each item. They then record how the machine works.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Literal and inferential questions

- Answer the literal and inferential questions.
- If it is a literal question, write 'L' next to the question. If it is an inferential question, write 'I' next to the question.

What are the six simple machines?

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Why would a ramp always be higher at one end?

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What simple machine would you use if you wanted to join two pieces of wood together?

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How would a pulley help you raise and lower a flag?

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Why can a wedge be used as a doorstop?

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Where can machines get the energy or power that they need to work?

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**Main teaching focus**

*Comprehension:* Answering literal and inferential questions

**Other teaching focus**

*Comprehension:* Recalling information from the text.

**Teacher's note**

Children answer the literal and inferential questions. If it is a literal question, they record an 'L' next to the question. If it is an inferential question, they record an 'I' next to the question.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Word meanings

You will need: coloured pencils

- Read the words in the middle of the boxes.
- Write synonyms and antonyms for the words. Draw pictures to show the meanings of the words. Write a sentence using each word.

	synonyms	antonyms	sentence	picture
simple				
steep				
invented				

**Main teaching focus**

Vocabulary: Extending vocabulary – understanding word meanings and definitions

**Other teaching focus**

Vocabulary: Synonyms and antonyms; using vocabulary in different contexts

**Teacher's note**

Children write synonyms and antonyms for the words given. They also draw pictures to show the meanings of the words and write the words in sentences.

# Ancient Egyptian Pyramids



Level 25 Non-fiction Word count: 886 Text type: Informational

**Extending vocabulary:** belongings, carved, chamber, collect, damaged, exactly, exist, hieroglyphics, included, narrow, passage, triangle

**Programme links:** *Ancient Egyptian Pyramids* E-Book, *Summer at Oak Tree Cottage* (fiction)

**Curriculum link:** environment, community, history

**Text summary:** Learn about the pyramids in ancient Egypt. Think about how the pyramids were built and the special tombs inside where they buried pharaohs. Learn about mummies and how the ancient Egyptians took care of the bodies they put inside the pyramids. Also find out about hieroglyphics inside the pyramids.

## Getting started

- Ask children to think of words relating to Egypt and record them on the board. Ask, *What words can you think of that relate to pyramids, mummies, tombs or pharaohs?*

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the story will be about. Ask, *Do you think it will be a fiction or non-fiction text? What do you think we will learn about ancient Egyptian pyramids?* Discuss how the title and cover pictures help us make predictions. Get children to read the blurb and discuss what they think will happen. Ask them to make predictions based on the chapter titles.
- Ask, *What do you know about ancient Egyptian pyramids?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

page 3: Ask, *After looking at the Table of Contents page, what do you think we will read about?*

pages 4–5: Ask, *What shape is a pyramid? What shape are its base and sides? Do all pyramids look the same?*

pages 6–7: Ask, *Where are the most well-known pyramids found?*

pages 8–9: Ask, *Why do you think the ancient Egyptians built pyramids to use as tombs? What were the pyramids made of?*

pages 10–11: Ask, *What machines would be used if the pyramids were built today?*

pages 12–13: Ask, *How would you get to the chambers? Where do you think the pharaoh's family were buried?*

pages 14–15: Ask, *How do people get inside a pyramid? Why would the entrance to the passage be hard to find?*

pages 16–17: Ask, *What everyday items would they have placed inside the pyramids?*

pages 18–19: Ask, *What special things did the ancient Egyptians do to take care of the bodies they put inside the pyramids?*

pages 20–21: Ask, *What are the special pictures inside the pyramids? How would the hieroglyphics tell us stories?*

pages 22–23: Ask, *Where can many of the things that were inside the pyramids be found now? How is a pyramid like a giant time capsule?*

page 24: Ask, *What could we use the glossary for? How might the index help us read the text?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas and supporting details in the text?*
- Discuss how this text is non-fiction. Talk about the structure of the text and ask children to identify the chapters and paragraphs.
- Talk about the author's purpose for writing the text – to inform.
- Ask inferential questions such as: *What do you think the hieroglyphic stories might say? Why do you think they built special tombs to bury their pharaohs in? Why do you think they placed treasures and belongings in the tombs with the mummies? What might a grave robber try to steal?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- **Summarising:** Ask children to recall facts they learned about ancient Egyptian pyramids. Discuss the main ideas in the text, such as 'inside the pyramids', 'mummies' and 'hieroglyphics'. Talk about how there were many details that elaborated and explained the main ideas. Ask, *What were some of the details about inside the pyramids?* Get children to record main ideas and supporting details from the text. Get children to complete **PW 145**.
- **Visualising:** Ask children to recall information about the tombs inside the pyramids. Ask, *What did the text tell us about what was put in the tombs? What might you see in the tombs?* Encourage children to visualise and describe how they imagine it would look like in a pharaoh's tomb. Get children to complete **PW 146**.
- **Answering questions:** On strips of paper, write questions about ancient Egyptian pyramids. Include literal and inferential questions. Get children to take a question strip and answer the question.

### Graphophonics

- Identify 'Egyptian' in the text and discuss the 'tian' ending. Model the sound these letters make and get children to brainstorm and record other words that contain 'tian', such as 'Martian'.
- Find 'tomb' and discuss the 'b' on the end of the word. Talk about how it is a silent letter. Encourage children to think of other words that contain silent letters at the beginning or end of the word.
- Talk about the 'ph' at the beginning of the word 'pharaoh'. Discuss how the 'ph' makes the sound of 'f'. Record other 'ph' words, such as 'phone' and 'graph' and ask children to identify and sound the 'ph' in those words.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how readers need to understand word meanings in order to fully comprehend a text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Discuss the following vocabulary: 'belonging', 'carved', 'chamber', 'collect', 'damaged', 'exactly', 'exist', 'hieroglyphics', 'included', 'narrow', 'passage', 'triangle'.
- Ask children to say/write the words in a sentence to show their understanding of the meaning.
- Provide children with blank cards. Have them write a vocabulary word on each card and the definition of each word on a card. Jumble up the cards and ask children to match the words with the definitions. Children can also use the cards to play games, such as Memory.
- Discuss synonyms and antonyms for each word. Ask, *What*

*is a word that has a similar meaning to 'passage'? What is a word that means the opposite of 'narrow'?*

- Ask children to locate the vocabulary words in the text. Encourage them to use the content of the sentence to explain the meaning of the word.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Identify the phrase 'triangle-shaped sides' and talk about what shape the sides would be.
- Identify the phrase 'well-known'. Discuss how it means it is very familiar.
- Discuss the sentence 'Some of the smaller blocks were the size of a suitcase, while other blocks were as big as a car'. Ask children to visualise the two different-sized blocks. Ask children to compare the two blocks described in the text.
- Talk about the phrase 'everyday items'. Discuss how they refer to common items that people use every day.

### Text conventions

- **Glossary:** Ask children to identify the glossary on page 24. Discuss how readers are able to find out the meaning of words in the text. Explain how the words in the glossary are written in italics in the text. Ask children to read the definition of words in the glossary. Get children to complete **PW 147**.
- **Headings:** Ask children to locate the headings in the text. Discuss how the headings help readers to understand what will be on each page.
- **Diagrams/maps:** Identify the diagrams and maps in the text. Ask children to discuss how they provide readers with information. Ask, *How do they help us understand the text?*

### Writing

- Ask children to think about how the ancient Egyptians would have built the pyramids. Talk about how machines such as bulldozers, trucks and cranes didn't exist in those days. Discuss how they could have used wooden sleds and ramps. Get children to write a text explaining how they think the ancient Egyptians built the pyramids.

### ► English Language Learners

- Provide children materials such as craft sticks, toothpicks, straws, paper, tape and string. Have them design and build a pyramid using the materials. Encourage children to see if they can build the smallest and the largest pyramid. Promote language and teamwork during the activity. When they have completed their pyramid, ask children to retell how they made it.

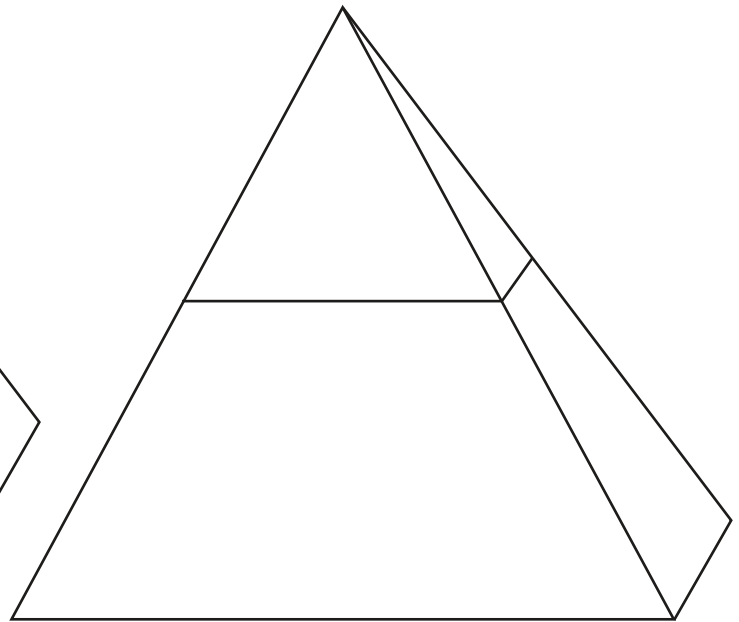
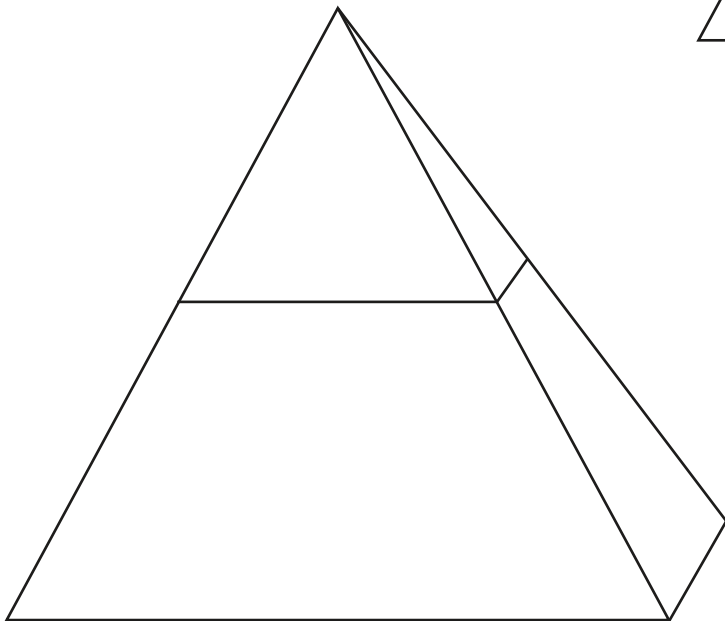
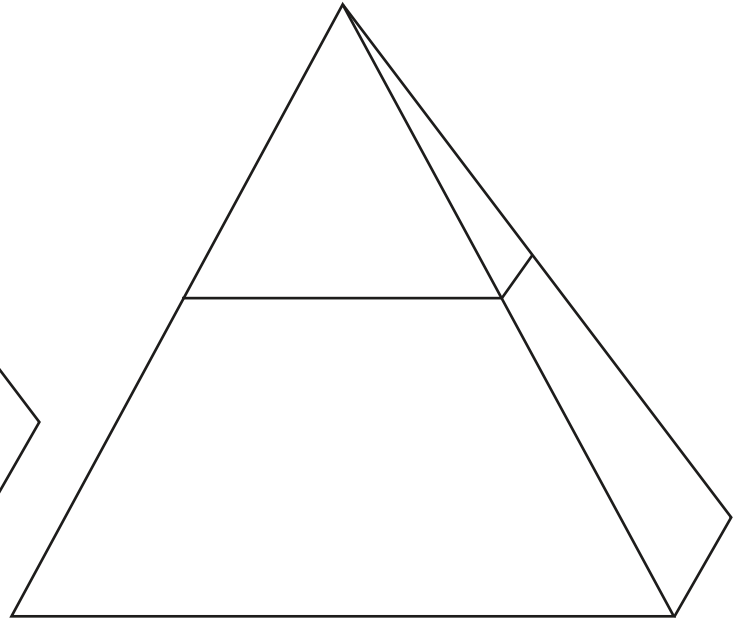
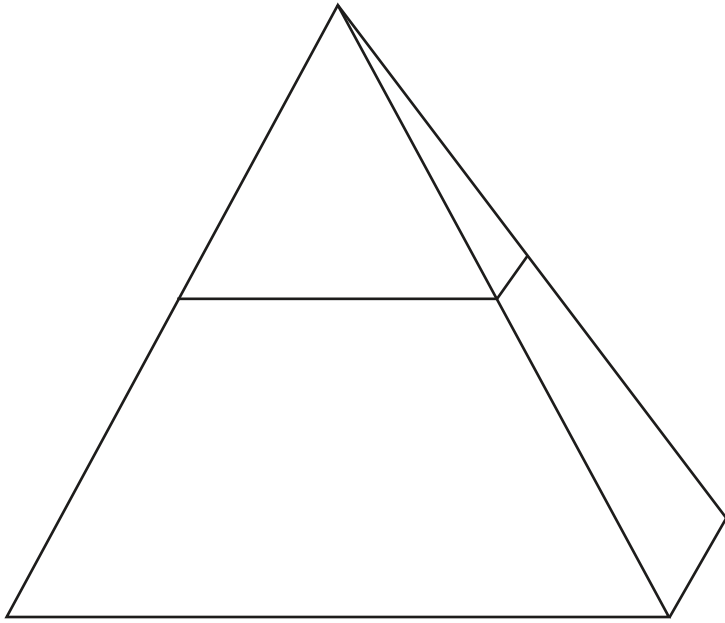
### ► Assessment

- PWs 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 339)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Pyramid summaries

- In the top of each pyramid, record a main idea from the text.
- In the bottom of each pyramid, record the supporting details.



**Main teaching focus**

*Comprehension:* Summarising by identifying main ideas and supporting details.

**Other teaching focus**

*Comprehension:* Recalling events from the text.

**Teacher's note**

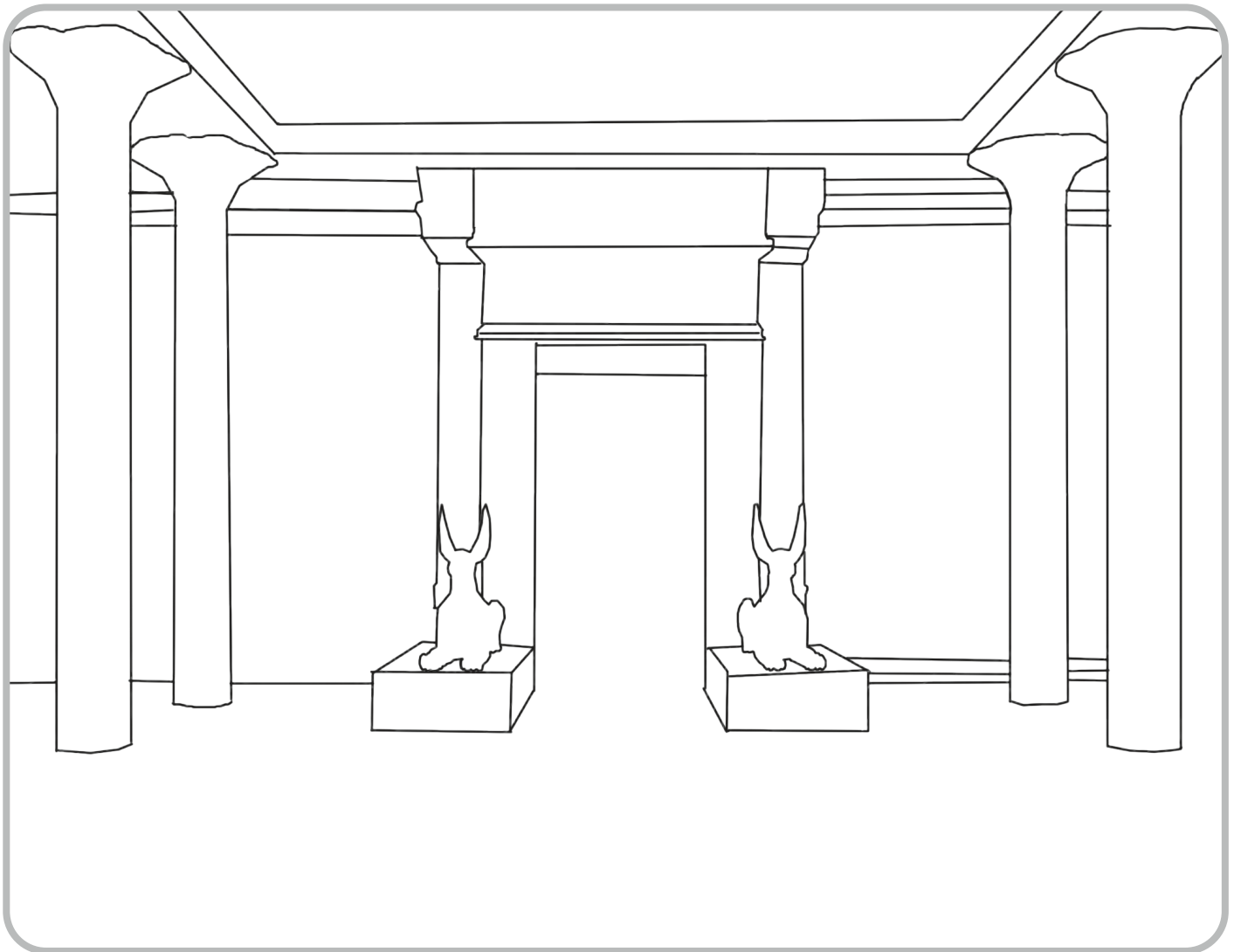
Children summarise the text by identifying the main ideas in the text and recording them in the top half of the pyramids. They then record the supporting details in the bottom half of each pyramid.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# In the tomb

**You will need:** coloured pencils

- Visualise the inside of a pharaoh's tomb. Draw a picture.
- Write sentences about what you visualised.




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**Main teaching focus**  
Comprehension: Visualising

**Other teaching focus**  
Comprehension: Recalling events from the text.

**Teacher's note**  
Children visualise the inside of a pharaoh's tomb. They draw a picture to show what they visualised. Then they write sentences describing what they visualised.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Word meanings

- Draw a line from each word to its meaning.
- Write the words at the bottom of the page in a sentence

Ancient	To wind a covering, such as cloth, around something
Archaeologist	A form of writing in ancient Egypt that uses picture symbols
Hieroglyphics	A precious stone
Jewel	From a long time ago
Mummy	Place where things from the past are displayed
Museum	A king of ancient Egypt
Pharaoh	A person who learns about the past by digging up old buildings or objects and studying them
Preserve	A body that has been preserved with special lotions and cloth
Tombs	A place where a person's body is put after the person has died
Wrap	

To make something last or keep

Pharaoh: \_\_\_\_\_

\_\_\_\_\_

Ancient: \_\_\_\_\_

\_\_\_\_\_

**Main teaching focus**

*Vocabulary:* Extending vocabulary – understanding word meanings.

**Other teaching focus**

*Comprehension:* Working out word meanings using the sentence context.

**Teacher's note**

Children draw a line to match the words and their definitions. They then write the two words at the bottom of the page in sentences.



# Why People Move

Level 25

Non-fiction

Word count: 1160

Text type: Explanation



**Extending vocabulary:** changed, confusing, delicious, easier, exciting, join, reasons, searched, seasons, such as, summer, survive, travelled

**Programme link:** *Martina and Amelia* (fiction)

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

**Text summary:** Find out why people might move to another place. Learn about why people long ago moved from place to place. Find out why people have moved to different places over the last 400 years and why they might move today. Read about what it is like moving to a new place and why it can be both exciting and hard. Find out how you can help people that move to your town.

## Tuning in

- Talk about moving houses. Ask, *What does it mean to move? Why might people need to move to a different house?* Ask children to share their personal experiences with moving houses. Encourage children to think of positives and negatives with moving.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and cover pictures help us make predictions.
- Ask children to share their prior knowledge. Ask, *What do you know about why people move? Have you ever had to move? What was it like moving to another house/city/country?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *Why might people decide to move and live in a new place? Are there times when people need to move? Can people migrate to different towns, cities or countries? Can people migrate by themselves?*

pages 6–7: Ask, *Why do you think people migrated long ago? Do you think migrating would have helped them hunt for animals and search for plants to eat? Why would they have migrated if an area was too hot or cold?*

pages 8–9: Ask, *Do you think people still needed to migrate once they began building farms and living in houses and towns? Would they have travelled to swap things they had for things they needed?*

pages 10–11: Ask, *Why do you think large groups of people have moved around the world in the last 400 years? Why would you need to move if you were looking for a better job or home? Why might people need to move because of a natural disaster, such as an earthquake or flood? What did people use to travel*

*around in the past? What transport can people use to travel around now?*

pages 12–13: Ask, *Why might someone want to move? Could people want to move because they would like to live in a different city or town? Could people want to move because they want to live where it is hot or cold? Could people move so that they are closer to family or friends?*

pages 14–15: Ask, *Why would a family move so that it is easier for the children to go to school? Do some people need to move for work? Why might people need to move to new places for their job?*

pages 16–17: Ask, *Why might it be scary moving to a new place? Can moving to a new place also be exciting? What type of different things might you see? What type of different activities might you do? Why might you be able to try delicious new foods if you move to a new place?*

pages 18–19: Ask, *Can it be hard moving to a new place? What does it mean if you are homesick? Would it be difficult if you had to speak a new language or had different rules to follow?*

pages 20–21: Ask, *How do people settle into their new neighborhood? Could you join in celebrations and parades? How would meeting up with people who came from where they used to live help them feel less lonely?*

pages 22–23: Ask, *How can you help people who are new in your town? How could you help someone new to your school? Why should we take time to learn about things they like to do and their ideas?*

page 24: Ask, *What could we use the glossary for? What could we use the index for?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).

- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- *Clarifying*: Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- *Visualising*: Discuss visualising with children and ask them to ‘paint a picture’ as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- *Questioning*: After reading the text (chapter, page or paragraph), have children ask and answer questions related to the text they have read.
- *Summarising*: Ask children to retell and summarise what they have read. Ask, *What were the main ideas in the text?*
- Ask inferential questions such as: *Do you think it would be a hard or easy decision to migrate to a different place? Why? Why might someone only move to a new place for a few years? Why was it more difficult for people to find food during cold weather and snow?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings.

Choose from the following activities.

### Comprehension

- *Compare and contrast*: Have children talk about migration long ago and migration during the last 400 years. Have children recall and record facts about why people migrated in the past and why they migrate today. Also have children recall and record facts about transport that was used in the past and transport used today. Encourage children to compare and contrast migration in the past and migration today. Have children complete **PW 148**.
- *Evaluating*: Have children consider the positives and negatives of moving. Ask, *What would be some of the good things about moving to a new place? What would be some of the problems or disadvantages with moving to a new place?* Have children imagine they were moving. Ask, *What would you find positive about moving? What would you find difficult or challenging?* Have children complete **PW 149**.

### Phonological awareness/Graphophonics

- Find ‘decide’ and discuss how the ‘c’ makes an ‘s’ sound in this word. Brainstorm and record other words that have a ‘c’ making an ‘s’ sound, such as ‘celebration’, ‘city’ and ‘place’.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.

- Identify ‘changed’ and discuss how it refers to something that has become different. Ask, *What does it mean if the seasons changed?*
- Discuss ‘confusing’ and how it refers to finding something puzzling or something being hard to understand. Ask, *Have you ever found something confusing?*
- Identify ‘easier’ and discuss how it refers to something that is not hard or difficult. Discuss how the opposite of easier would be something harder or more difficult.
- Talk about ‘reasons’ and how it refers to the causes or explanations for why something occurred. Ask, *What are your reasons for wearing those shoes today?*
- Find ‘searched’ and discuss how it means you have looked for something very carefully. Have children talk about a time they have ‘searched’ for something.
- Identify ‘such as’ and discuss how it means ‘for example’.
- Talk about ‘survive’ and how it refers to continuing to live despite threats and challenges.

### Combining vocabulary for better understanding

- Discuss the sentence ‘When too much rain falls, floods can wash away roads and homes’. Ask, *What happens when too much rain falls? What can wash away roads and homes? What causes the floods? Would the homes and roads get washed away if there were no rain?*

### Text conventions

- *Text emphasis/italic font*: Talk about how some words in the text are shown in italics. Discuss how readers can find the meaning of these words in the glossary on page 24. Have children complete **PW 150**.
- *Titles*: Have children identify the chapter titles. Discuss how the titles are important to read because they help us understand what will be on each page.

### Writing

- Have children write a narrative about a character who is moving to another place to live. Encourage them to use information from the text to help them develop ideas in their story, such as how their character feels about moving and why their character is moving.

### ► English Language Learners

- Have children find out where people in their class have lived or have moved to. Encourage them to make a tally to keep track of all the places where people have lived. Have children ask questions, such as ‘How did you feel when you had to move?’ and ‘Why did you have to move?’ Discuss what children discover about their classmates.

### ► Assessment

- PWs 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 340)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Recall and compare

- Record facts about why people long ago moved and the transport they used.
- Record facts about why people today move and the transport they use.
- Answer the questions.

## People long ago

Reasons people moved	Transport they used

## People today

Reasons people move	Transport they use

What is similar about people who moved long ago and people who move today?

---



---

What is different about people who moved long ago and people who move today?

---



---

Do you think people long ago felt the same way about moving as the people who move today? Why/why not?

---



---

**Main teaching focus**

*Comprehension:* Recalling information from a text; comparing and contrasting

**Other teaching focus**

*Comprehension:* Answering inferential questions about a text

**Teacher's note**

Children recall facts about why people long ago migrated. Then they recall facts about why people today migrate. Children then compare the information and answer the questions.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Positives and negatives

- Record positive things about moving.
- Record negative things about moving.
- What is your opinion? Record how you would feel if you had to move. Give reasons to support your opinion.

Positives about moving +	Negatives about moving -

My opinion about moving...

---

---

---

---

**Main teaching focus**

*Comprehension:* Recalling information from a text; making inferences

**Other teaching focus**

*Comprehension:* Evaluating information in a text and forming an opinion

**Teacher's note**

Children record things that are positive and negative about moving. Then they record their opinion about moving to a new place and give reasons to support their opinion.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Glossary

- Read the word meanings.
- Write the words in the box next to their meaning in the table.

wagons	rules	activities	swap	celebrations
scientist	parades	language	earthquakes	migrate
floods	army	carriages	transport	

Meaning	Word	Meaning	Word
Things people do for fun		Gatherings with activities on a special day	
A group of soldiers who work to protect a country		Water overflowing its normal limits	
To move from one place to another		Vehicles with wheels that are usually pulled by horses	
Strong shaking or trembling of the ground		Lines of people, marching bands, cars and floats that travel along a street	
Instructions telling people what to do		The way people speak or talk	
A way to move from one place to another		A person who studies the world around us	
To trade or exchange one thing for another		Vehicles with wheels that move heavy loads	

**Main teaching focus**

*Text conventions:* Understanding and using a glossary

**Other teaching focus**

*Vocabulary:* Word meanings and definitions

**Teacher's note**

Children match and write the words in the box with their meanings in the table.

# Gold Rush Adventure

Level 26 Fiction Word count: 1,488 Text type: Realistic fiction



**Extending vocabulary:** crops, harvest, miller, panning, prospector, rent, riches, shallows, sieves, sift

**Programme links:** *Gold Rush Adventure E-Book*  
*History of Gold* (non-fiction)

**Curriculum link:** adventure, me/family, money, values, work

**Story summary:** Kenda and Aman live with their father and grandma on a small farm. They travel with their father to search for gold. However, their grandma isn't happy with the decision and stays behind on the farm. After a few weeks, they have only found a small amount of gold. They return home and realise that gold isn't the only type of riches.

## Getting started

- Ask children to discuss the meaning of 'gold rush'. Ask, *What is a gold rush? What did people do during the gold rush? Why do you think people left their homes to search for gold? As a group, ask children to make a list of items they would need to bring if they were going to search for gold.*

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and cover illustrations. Ask children to predict what the text will be about. Ask, *What might happen on the gold rush adventure?*
- Encourage children to share their prior knowledge relating to the title and cover illustrations. Ask, *What do you know about the gold rush? Have you been on any personal adventures?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustrations as prompts. Ask, *What knowledge do you have about the history of gold rushes?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

*pages 4–5: Ask, How can you tell they are a hard-working family? What does Grandma mean when she says, 'Don't put all your eggs in one basket. You might end up with no eggs at all if you drop them?'*

*pages 6–7: Ask, Do you think they are a rich family? Why or why not? Why is it important for them to each do their jobs?*

*pages 8–9: Ask, What important lesson was Grandma teaching the children? Do you think Aman is happy with his life on the farm?*

*pages 10–11: Ask, Do you think they should join the gold rush? Why or why not? Do you think Grandma is happy about leaving the farm to search for gold?*

*pages 12–13: Ask, Why do you think Grandma is upset about them leaving? Do you think they have made the right decision to join the gold rush?*

*pages 14–15: Ask, How can you tell that Kenda is starting to worry? What might happen when they start to search for gold?*

*pages 16–17: Ask, Do you think they had 'put all their eggs in one basket' by leaving to find gold? How do you think they feel at the end of the first day?*

*pages 18–19: Ask, Do you think Dad is worried at all?*

*pages 20–21: Ask, How do you think they are feeling now that four weeks have passed?*

*pages 22–23: Ask, Why might the new stories they hear stop them from giving up?*

*pages 24–25: Ask, How do you think they felt once they found a few specks of gold? What might they do now that they have found some gold?*

*pages 26–27: Ask, What do you think they have learned about finding gold? Do you think they have made the right decision to return home?*

*pages 28–29: Ask, Why do you think Grandma wasn't angry?*

*pages 30–31: Ask, What does Father mean when he says he is rich because they have each other? Why do you think Grandma harvested the crop? How is the flour and seed valuable?*

*page 32: Ask, What lesson did Father learn? How did Grandma not 'put all the eggs in one basket'?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about.
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** Before, during and after reading the text (chapter, page or paragraph), ask children to ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events?*

- *Inferring*: Encourage children to discuss inferences they make based on clues in the text. Ask children to answer inferential questions such as: *Do you think they made the right decision in leaving to find gold?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Sequencing*: Ask children to recall what happened in the beginning, middle and end of the story. Provide children each with a piece of paper and have them record an event from the story. Ask children to share their event with the group and then sequence the events in the correct order.
- *Inferring*: Ask children to retell the characters' actions. On the board, write sentences that outline different events and ask children to infer how the characters felt in that situation. Get children to complete **PW 151**, recording characters' feelings.

### Graphophonics

- Identify the word 'enough' and discuss the 'ough' rhyme. Talk about the other sounds these letters make when written together. Ask children to brainstorm and record other 'ough' words, such as 'rough' and 'tough'.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Identify 'crops' and discuss how it refers to the plants that a farmer grows on a farm.
- Discuss how 'harvest' refers to the time when farmers gather or pick the crops that they have grown.
- Discuss how a 'miller' is someone who grinds grain into flour.
- Talk about how 'panning' refers to the process of using a pan to search for gold in the river water.
- Identify 'prospector' and discuss how it refers to someone who is searching for gold.
- Talk about 'rent' and how it refers to the amount of money you pay to live in a house that belongs to another person.
- Discuss 'riches' and how it means the things you possess that make you wealthy. Talk about how 'riches' are not necessarily money or gold.
- Find 'shallows' and discuss how it refers to the water in the river that isn't very deep.
- Identify 'sieves' and discuss how they are special pans with a lot of small holes in them used to sift gold from dirt in the river water.
- Talk about 'sift' and how it refers to the process of putting something through a sieve to remove the large pieces.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.

- Talk about the sentence, 'That morning, they panned for gold in the shallows where the river water was low'. Ask, *Who does the word 'they' refer to? What are they doing?* Discuss how this sentence tells readers where they were searching for gold.
- Discuss the sentences, 'Several times, one or more of them had been ready to give up. But then they would hear a new story'. Ask, *Who wanted to give up? How many times did they want to give up? Why didn't they give up?* Talk about how readers need to connect information.

### Text conventions

- *Text type – narrative*: Talk about how this is a realistic fiction text. Discuss how the structure of this text involves an orientation, complication, series of events and resolution. Encourage children to locate these events in the story.
- *Chapter titles*: Ask children to identify the chapter titles. Discuss how the titles are important to read because they help readers to predict and understand what will be on each page.

### Writing

- Ask children to imagine that they were Father, Aman or Kenda on the goldfields. Ask, *What was it like searching for gold? What did you do every day? How did you feel?* Ask children to write a letter to Grandma from Father, Aman or Kenda describing his or her life searching for gold. Get children to use **PW 152**.

### ► English Language Learners

- Discuss the saying 'Don't put all your eggs in one basket'. Ask children to discuss what this idiom means. Discuss how it has a different meaning than the literal meanings of each word. Talk about how it doesn't literally mean to put eggs in a basket but is an example of not investing all you have in one opportunity. Discuss other idioms, such as 'don't look a gift horse in the mouth', 'don't rock the boat', 'slipped my mind', 'piece of cake' and 'it cost an arm and a leg'. Get children to complete **PW 153**.





### ► Assessment

- PWs 151, 152, 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

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# How did the character feel?

- Write how the characters felt during each chapter in the story.

	Father 	Aman 	Kenda 	Grandma 
Chapter 1: Life on the Farm				
Chapter 2: Golden Dreams				
Chapter 3: The Rush				
Chapter 4: The Long Walk Home				

**Main teaching focus**

*Comprehension:* Inferring characters' feelings; recalling events from the beginning, middle and end of a text.

**Other teaching focus**

*Comprehension:* Identifying how characters and their feelings change during a story.

**Teacher's note**

Children infer how the characters felt over the course of the story. They record their responses in the appropriate boxes in the table.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Dear Grandma

- Imagine that you are Father, Aman or Kenda.
- Write a letter to Grandma describing your life as a prospector searching for gold.
- Draw a picture of yourself during the gold rush.

Dear Grandma,

From \_\_\_\_\_

**Main teaching focus**

*Writing:* Writing a transactional text (letter).

**Other teaching focus**

*Comprehension:* Recalling events from the text; inferring characters' thoughts and feelings.

**Teacher's note**

Children write a letter to Grandma from the perspective of Father, Kenda or Aman. They are to describe their lives during the gold rush by explaining what they do and how they feel.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Idioms

- Write the intended meaning for each of these idioms.

Don't put all your eggs  
in one basket



Don't look a gift horse  
in the mouth



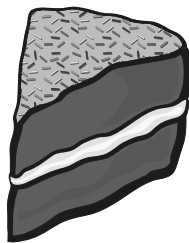
Don't rock the boat



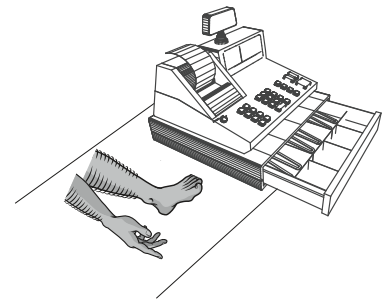
Slipped my mind



Piece of cake



It cost an arm and a leg



**Main teaching focus**

*Oral language:* Interpreting and understanding idioms.

**Other teaching focus**

*Comprehension:* Gaining meaning from text.

**Teacher's note**

Children read the idioms and record their intended meanings.

# Max Jupiter

Level 26 Fiction Word count: 1,479 Text type: Science fiction



**Extending vocabulary:** astronaut, blurted, climate, eject, emergency, impact, orbit, porthole, predicted, request, slammed, universe

**Programme links:** *Max Jupiter* E-Book  
*Moon Phases* (non-fiction)

**Curriculum link:** family, physical science, space, planets

**Story summary:** Max Jupiter is with his parents in outer space when they realise a huge asteroid is heading toward Earth. They want to save Earth, but their spaceship is invaded by three toad aliens who try to stop them. The aliens lock up Max, his mum and his dad. It is Max who saves the day by climbing out through the fan shaft to sprinkle salt onto the toads. Max then guides the spaceship to stop the asteroid from colliding with Earth.

## Getting started

- Ask children to imagine they are on a spaceship orbiting Earth. Ask, *What does it feel like? What can you see?* Then get them to imagine that their spaceship has been invaded by aliens. Ask, *What do they look like? How will you stop them?*

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and cover illustrations. Ask children to predict what the text will be about. Ask, *Do you predict that this is a fiction or non-fiction text? What information might readers learn from this text?*
- Encourage children to share their prior knowledge relating to the title and cover illustrations. Ask, *What do you know about space or astronauts?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustrations as prompts. Ask, *Have you read any other science fiction texts? What do you know about space travel?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *How do you think they feel when the spaceship suddenly starts to buck up and down?*

pages 6–7: Ask, *How do you think Max feels when his parents don't listen to him or let him help?*

pages 8–9: Ask, *Why are they so worried about the huge asteroid heading toward Earth?*

pages 10–11: Ask, *Why do you think Mum and Dad are so worried? What might happen when the Rescue Space Guards board their ship?*

pages 12–13: Ask, *What signs are there that something isn't right with Redola, Betam and Epsum?*

pages 14–15: Ask, *Who do you think Redola really is? What do you think she is planning to do?*

pages 16–17: Ask, *What do you think the aliens want the spaceship's weapons for? How might Mum, Dad and Max stop the aliens from destroying Earth?*

pages 18–19: Ask, *Why have the aliens locked them in the kitchen? What do you think the aliens are going to do?*

pages 20–21: Ask, *What might Max be able to do if he crawls through the fan shaft?*

pages 22–23: Ask, *What do you think Max is going to do with the sack of salt?*

pages 24–25: Ask, *Why did Max decide to throw salt over the toad-like aliens?*

pages 26–27: Ask, *Why do you think the aliens have rushed back to their spaceship to find water? What do you think Max is going to do now?*

pages 28–29: Ask, *How would flying closer to the asteroid help pull it away from Earth? Do you think Max will give up even though the computer is warning that a collision is likely?*

pages 30–31: Ask, *How do you think Max feels when the asteroid moves away from Earth? Why do you think Dad is letting Max finish rather than taking over?*

page 32: Ask, *Why would Mum and Dad think that Max deserves the Space Guard uniform?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about.
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** Before, during and after reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text.

- *Summarising*: Ask children to retell and summarise what they have read. Ask, *What were the main events?*
- *Inferring*: Encourage children to discuss inferences they make based on clues in the text. Ask children to answer inferential questions such as: *Why was it important for Max to stop the asteroid? What might happen next time Max tries to talk to his parents about something he notices?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

#### Comprehension

- *Questioning*: As a group, talk about the characters, setting and plot. On cards, write question stems such as 'Who', 'What', 'When', 'How', 'Why' and 'Who'. Have each child take a card and ask a question relating to the text using his or her question stem. Encourage children to ask high-order, inferential questions. Encourage children to infer the answers to each other's questions. Get children to complete **PW 154**.
- *Problem/Solution*: Discuss how Max was faced with a number of problems in the story. Talk about the way that Max solved the problems. Ask, *What were some of the problems Max had to deal with? What were the solutions?* Talk about what type of character Max is. Ask, *How did he respond when he was faced with a problem? What strategies did he use? Would you say Max is a brave character?* Get children to complete **PW 155**.

#### Graphophonics

- Identify the word 'launch' and discuss the 'au' digraph. Talk about the sound these letters make when sounded together. Ask children to brainstorm other words that contain 'au' such as 'caught' and 'audio'.

#### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings. Discuss the following word meanings.
- Discuss 'astronaut' and how it refers to someone who travels in space.
- Identify 'blurted' and discuss how it means to say or utter something abruptly or awkwardly. Ask children to share a time they have 'blurted' out something.
- Find 'climate' and discuss how it refers to the sort of weather that a place typically has.
- Discuss the word 'eject' and how it refers to something that is thrown or forced out. Ask, *What do you think an 'eject' button would do?*
- Talk about the word 'emergency' and how when there is an emergency, something very dangerous suddenly happens and people must act quickly so that no one gets hurt.
- Identify 'impact' and discuss how it refers to the striking of one thing against another forcefully.
- Discuss 'orbit' and how when something is in orbit, it is moving around the Sun or a planet.

- Find 'porthole' and talk about how it refers to a round window in the side of a ship or vessel.
- Identify 'predicted' and discuss how it refers to something you say will happen in the future.
- Discuss 'request' and how it means to ask for something politely.
- Discuss 'slammed' and how it means that something is shut or thrown with force and noise.
- Identify 'universe' and discuss how it refers to everything in space, including the Earth, the Sun and all the stars and planets.

#### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the sentence, 'Meteor showers were often caused by rocks breaking off an asteroid after a crash'. Discuss how the rocks break off an asteroid after the asteroid has crashed into something. Ask, *What is the cause of a meteor shower?*
- Discuss the sentence, 'The asteroid followed it, like a steel pin leaps to a magnet'. Ask, *What does the word 'it' refer to?* Discuss how children need to read the previous sentence to identify that the word 'it' refers to the spaceship. Talk about the phrase 'like a steel pin leaps to a magnet'. Discuss how it is a simile, which describes how the asteroid followed the spaceship.

#### Text conventions

- *Contents page*: Look at the contents page and ask children to use it to find different chapters.
- *Punctuation*: Ask children to look through the text and identify different types of punctuation such as capital letters, speech marks, question marks and full stops. Copy a passage of text onto a piece of large paper without the punctuation. Provide children with the text and have them record the punctuation. Get children to complete **PW 156**.

#### Writing

- Ask children to each write a piece about their favourite character in the text. Ensure they explain what the character did and looks like and why they chose that character. Encourage children to describe their character's feelings throughout the story.

#### ► English Language Learners

- Discuss space and things that are associated with our universe such as planets, moons, stars and the Sun. Provide children with pictures to label and describe. Encourage children to make a poster about space and our solar system.

#### ► Assessment


- PWs 154, 155, 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

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Writing questions

**You will need:** scissors

- Write high-order questions about the text in the boxes below. Record at least 2 questions for each of the question stems.
- Cut out your questions. Swap questions with a partner. Write the answers to each other's questions on the backs.



<p><b>Who</b></p> <p>•</p> <p>•</p>	<p><b>What</b></p> <p>•</p> <p>•</p>	<p><b>When</b></p> <p>•</p> <p>•</p>
<p><b>Where</b></p> <p>•</p> <p>•</p>	<p><b>Why</b></p> <p>•</p> <p>•</p>	<p><b>How</b></p> <p>•</p> <p>•</p>
<p><b>Are</b></p> <p>•</p> <p>•</p>	<p><b>Do</b></p> <p>•</p> <p>•</p>	<p><b>If</b></p> <p>•</p> <p>•</p>

**Main teaching focus**

*Comprehension:* Asking high-order, inferential questions about a text.

**Other teaching focus**

*Comprehension:* Answering questions relating to a text.

**Teacher's note**

Children write high-order, inferential 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 on the backs.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Problem and Solution

- Read the problems Max faced during the story.
- Record how he solved each of the problems in the boxes.
- Answer the questions at the bottom of the page.

Problem	Solution
Max, Mum and Dad were trapped in the kitchen.	

Problem	Solution
Dad was too big to fit in the fan shaft.	

Problem	Solution
The toad aliens were in the control room.	

Problem	Solution
The asteroid was near the Earth's atmosphere.	

What type of person is Max? \_\_\_\_\_

How does Max behave in challenging situations? \_\_\_\_\_

**Main teaching focus**

*Comprehension:* Identifying problem and solution in texts.

**Other teaching focus**

*Comprehension:* Exploring characters' traits and personalities.

**Teacher's note**

Children write about how Max solved the problems he faced in the story in the boxes. They then answer the questions about Max at the bottom of the page.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Punctuation

- Record the punctuation in the passage below. Make sure you reread the passage to check that it makes sense!
- Record the number of capital letters, full stops, question marks, exclamation points, commas and speech marks you used.

we're trapped said dad

mum banged against the door nothing

max looked around the kitchen a white bench floor to ceiling cupboards a

spotlight next to a fan

the fan

hey said max i can crawl along the fan shaft into the control room

great idea said dad but I'll do it

you wont fit said max i can help i have a plan

mum and dad glanced at each other

its our only chance said mum max i'm so proud of you

I used ...		
___ capital letters	___ full stops	___ question marks
___ exclamation points	___ commas	___ speech marks

### Main teaching focus

Text conventions: Punctuating passages of text.

### Other teaching focus

Comprehension: Using punctuation to assist with comprehension.

### Teacher's note

Children record the punctuation in the passage of text. Encourage children to reread the writing to ensure the punctuation is recorded accurately. Children then record the number of capital letters, full stops, commas, exclamation points, question marks and speech marks they used.

# How the Elephant Got Its Trunk

Level 26 Fiction Word count: 1,498 Text type: Pourquoi tale Part: 1



**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your students.

**Extending vocabulary:** bumbling, knelt, pleaded, slunk, stumbled, waddle

**Programme link:** *How the Elephant Got Its Trunk* E-Book

**Curriculum links:** animals, elephants

**Story summary:** Curious Nambo is so clumsy with his short snout. No one will play with him or answer all his questions! He just wants to know what crocodiles eat for lunch. Annoyed, Hippopotamus tricks Nambo into finding out the answer for himself. So when Hippopotamus gets stuck in the river, Nambo must decide whether or not to help her. Find out just how the elephant got its long trunk in this unique twist on the tale!

**Learning objectives:** use text evidence, analyse illustrations, determine word meaning using context, apply the writing process: plan a narrative

## Getting started with predictions

- Tell students that many animals have unique features. Ask students to give some examples (turtle's shell, monkey's tail, tiger's stripes).
- Give each student a copy of the book and discuss the title, cover illustrations and back cover blurb. Ask students to predict what type of text this is and how they know (e.g., fiction vs. non-fiction; realistic fiction vs. fantasy). Explain that this book is a pourquoi tale, which is a fictional text that uses a story to explain something in nature. Ask students to predict what the story will be about. Say, *Note the details on the cover and watch for connections to content as you read.*

## Reading the text

Have students read the text independently to p. 19, which is 859 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As students read the text, read along with them. Encourage them to use their learner's notebook to record questions they might have or points related to the following.

- Encourage students to use strategies while reading to gain information (e.g. rereading, reading on, using contextual cues and knowledge of content).
- *Making connections:* Point out the details and the pictures that show how the characters are feeling. How does Nambo look when he is scared? Ask students to describe when he feels sad, happy or relieved.
- *Clarifying:* Nambo does not understand "bumbling baby elephant." Ask students what they think it means. What clues helped them understand?
- *Visualising:* Ask students to visualise an elephant. Is it different from the way Nambo looks? Ask how the pictures are helping them understand what is happening in the story.
- *Questioning:* As students read, encourage them to share when something is confusing, or if they would like more information. They can record their questions in their learner's notebook and record when they find an answer.
- *Summarising:* At the end of each chapter, ask students to

describe what happened. Who were the characters that Nambo met in each chapter? How did each of them respond to his questions?

- *Inferring:* Encourage students to discuss inferences they made based on clues in the text, such as: *Why do you think none of the animals would tell him what a crocodile ate? What was Flamingo trying to warn him about?*
- Walk around as students are reading to check their fluency. Discuss extending vocabulary, as necessary, to help students build background knowledge. Also focus on terms questioned by students or not supported in the text.
- p. 4: Ask, *Describe the meaning of 'clumsy'.* (Support and extend discussion.) *How does this definition help you understand 'bumbling'?*
- p. 12: Ask, *What happens to Flamingo when Nambo stumbles? What words tell you how Flamingo felt?*
- p. 15: Ask, *What does 'waddle' mean?* (Support and extend discussion.) *Why do you think the Hippo is described this way?*
- p. 16: Ask, *What is the difference between 'kneeling' and 'knelt'?*
- p. 18: Say, *The word 'pleaded' means to beg. Why is Croc begging Nambo to come to the water? How does that word help you understand Nambo's actions?*
- Although the word *trick* does not appear in the text, ask students how the crocodile gets Nambo to come to the water. How does it feel to be tricked? It will be important to remember that being tricked can make someone distrusting.

## After reading

Focus on developing reading strategies that support students in gaining meaning. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies can help readers to form understandings. Then explain how learning to find and use text evidence will help readers answer questions about the text. Text evidence can also help readers summarise a story by finding key information, or evidence in the text. As students are introduced to the subject, model how to find text evidence and ask students to



work independently through the remaining questions. Provide additional support during instruction as needed through modelling and providing gradual release towards independence. Finally, provide students with further vocabulary practice.

### Comprehension

- **Questioning:** Say, *I'm a little confused about one part and I have a question. Nambo seems like a friendly animal, but he also seems lonely. I wonder why that is. I'm going to look back in the text to see if I can answer my question.* Get students to share one question they have about the story. Is there something they don't understand? Students can record their questions in their learner's notebooks.
- **Summarising:** Say, *There are several characters in this story. I can summarise the story by remembering each character that interacts with Nambo. For example, he meets Leopard who is hiding in a tree (p. 8); then he meets Flamingo (p. 10) who shows him his long neck; finally, he meets Hippo (p. 14) and he hurts her by jumping on her. By remembering each character, I can summarise what happened.*

### Text evidence

**Model** the strategy using p. 6. Say, *I was wondering why Nambo seemed lonely. You can always go back to the text to find answers to your questions. I reread page 6 and it says that none of the other animals wanted to play with him because he fell on top of them, pushed them over or asked too many questions. So, I found the answer to my question by looking for evidence in the text.*

**Practice** the strategy as students record their responses on the PW:

- pp. 4–5: *The first column in the chart says 'Is Nambo graceful?' I don't think Nambo is graceful; I think he's clumsy. I will find evidence in the text to prove it. I will look for words that describe how he moves or things he bumps into. On page 4, I found, 'a boulder of a baby elephant crashed into her legs'. The image of a boulder crashing makes me think Nambo rolled into his mother's legs. Turn to a partner and find a different example from page 4 or 5 that shows he is clumsy. Write the evidence you find into the second column and include the page number.*
- p. 9: *The next question on the Text Evidence Chart is, 'Why doesn't Leopard want to play with Nambo?' Turn to the text and discuss with a partner. Return to the text and put your finger on the text evidence you find. Share with your partner, then add the evidence and page number to the Text Evidence Chart.*
- p. 10: *Nambo meets Flamingo next. What is Flamingo looking for? Share with a partner and point to the text evidence you find.*
- p. 11: *How does Flamingo feel about Nambo? Which words tell you? Add evidence to the chart.*
- p. 15: *Nambo has been asking everyone he meets what a crocodile eats for lunch. Why does he want to know this? Hint: You may need to go back several pages to find the answer! Add the text you find to the chart.*
- p. 17: *When Nambo meets Crocodile, what is Crocodile's trick? Summarise the trick in your own words to a partner; then, write evidence from the text in the chart to support your summary.*
- p. 18: *Choose the detail that best shows how Flamingo feels about Nambo. What detail shows how Crocodile feels about Nambo? How does Hippo feel? Find the evidence and add it to the chart.*
- Have students turn to a partner and summarise the story so far. Have them discuss the text evidence that helped support their summaries.

### Vocabulary strategy: Words in context

Identify and discuss interesting or challenging vocabulary in the text. Talk about how to use the words around an unknown word to help determine its meaning. This is called using context. Encourage students to use the context as well as a dictionary to find the meanings of unknown words. Ask questions that encourage students to explore word meanings further.

- Use the sentence on p. 12 to determine the meaning of 'stumbled'. For example, *What happened when Nambo 'stumbled'? (He stepped on Flamingo's foot.)* Discuss the meaning of 'stumbled'. Ask, *Why did the author use this word to describe how Nambo moved?*
- Ask how the phrase 'somebody gets hurt' helps us understand the meaning of the word 'bumbling' (p. 15). How does this word relate to 'stumbled'?
- Look at this phrase: *'...a twig jabbed his knee' (p. 16).* Can you demonstrate how that could happen? Now see if you can describe the word 'knelt'.
- Ask students to describe what they know about the word 'popped'. Explain that the word 'popped' can mean different things (p. 17). *How is the word used on page 17? Use details from the text to help you. Why do you think the author chose that word? How does it help you visualise Crocodile?*
- Crocodile 'pleaded' with Nambo (p. 18) to come closer. What does Crocodile really want? How is 'pleading' different from 'ordering'?

### Writing: Planning a pourquoi tale

Students plan a pourquoi tale.

- *Brainstorm animals with unique features, such as a swan's long neck, or a zebra's stripes. Use a Beginning-Middle-End structure to explain how the animal got that feature. Start by describing how the animal looked before having the feature (Beginning). Then, think of a situation or an event that caused that feature to exist (Middle). Was the swan trying to sing in a high voice? Was the zebra trying to wear a disguise to sneak into a party? Finally, think of how the animal reacted to his new feature (End). Was it a punishment, or a reward? Plan your story by adding details. Use your learner's notebook to jot notes about the animal. We will be drafting our stories in the next session.*

### ► English Language Learners

- Provide additional support with vocabulary, highlighting past and present tenses. Usually, the past tense is formed by adding -ed, like 'jump–jumped' and 'plead–pleaded'. Some verbs are irregular and the past tense is a different word, like 'kneel–knelt'. Play a version of Simon Says, asking students to jump, sing, kneel or clap. Then, they stop and state the verb in the past tense. Practise with verb tenses that are regular and irregular and see what patterns they can find.

### ► Assessment

- PW completed.
- Note the student's responses, attempts and reading behaviours before, during and after reading.
- Collect work samples, e.g. the completed PW and keep them in the student's portfolio.

# How the Elephant Got Its Trunk

Level 26 Fiction Word count: 1,498 Text type: Pourquoi tale Part: 2



**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your students.

**Extending vocabulary:** distress, kneeling, snorkel, tide, underwater

**Learning objectives:** identify main idea, theme, central idea or lesson; apply word meaning using context; apply the writing process: draft a narrative

## Getting started with predictions

- Students turn and talk about the text they have read thus far.
- Challenge students to make predictions for the second half of the text and to write their thoughts in a learner's notebook.

## Reading the text

Have students read the remainder of the text independently, which is 639 words. Tell them that sometimes it is necessary to reread several times to gain meaning. Read along with students. Encourage them to use their learner's notebook to record questions or points related to the following.

- Encourage students to use strategies while reading to gain information (e.g. rereading, reading on, using contextual cues and knowledge of content).
- *Making connections:* Ask students if a trick has ever been played on them, or on someone they know. How does it feel to be tricked? Ask why they think Nambo had trouble trusting Hippo.
- *Clarifying:* Ask, *Why does Nambo think he is being tricked by Hippo? What convinces him that Hippo really needs help?* Ask students to clarify what happened through partner talk.
- *Visualising:* Ask students to visualise the rescue mission. How did the animals work together to help Hippo?
- *Questioning:* After reading, students identify any questions they still have. Write their questions on cards, redistribute them and ask partners to go back through the text to find the answers.
- *Summarising:* Ask students to describe the plot and identify what happens at the beginning, middle and end.
- *Inferring:* Encourage students to discuss inferences they made based on clues in the text, such as: *Why were the animals sensitive to Nambo when he cried about his new trunk, instead of being annoyed like they were before?*
- Walk around as students are reading to check their reading fluency.

Discuss extending vocabulary as necessary. Focus on terms questioned by students or not supported in the text.

- p. 23: Ask, *Have you heard the word 'tide'?* (Support and extend discussion.) *What does it mean when the tide comes in?*
- p. 24: Say, *Imagine a reed. It is a hollow tube. How is this like a 'snorkel'? How will this help Hippo?*
- p. 28: Say, *When Nambo sees his new trunk, he is in 'distress'. Does this mean he likes it, or not? What clues helped you know?*
- p. 29: Say, *On page 16, Nambo knelt and hurt his knee. On page 29 Flamingo says, "No more 'kneeling'." How are the*

*words 'kneeling' and 'knelt' related?*

Although the word 'displeased' does not appear in the text, have students use it to describe Nambo: "He is displeased when . . ." Relate 'pleased' and 'displeased' by pointing out the prefix and explaining how it means 'not'. Save definitions in your own words in your learner's notebook.

## After reading

Focus on developing reading strategies that support students in gaining meaning. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how strategies help readers to form understanding. Then explain how making connections and summarising helps readers determine the main ideas or lesson learned. Making connections to other stories helps readers determine the most important thing the author is trying to tell. When readers retell through summarising, they can identify the lesson that the character learned. Provide additional support during instruction as needed through modelling and providing gradual release towards independence. Finally, provide students with further vocabulary practice.

## Comprehension

- *Making Connections:* Think aloud for students. Say, *Nambo wants friends. I've read other stories about friendship. I know friends trust each other and are kind. But so far, no one wants to be friends with Nambo. He may need to do something kind for them. Ask, What do you think it means to be a friend? Is there another story you're thinking about? Turn and tell your partner.*
- *Summarising:* Think aloud. Say, *In this story, Nambo learns some important things. For example, he learns what crocodiles eat for lunch! Turn to a partner. What is something else Nambo learns? Retell the part of the story that proves your point. Do the other characters learn anything?*

## Main idea and central lesson

**Model** the strategy using pp. 20–23. Say, *A main idea is the central lesson or purpose of the story – it's what the author wants us to understand. Retelling a story helps us determine the main idea or lesson. I'll retell part of the story to discover what Nambo learns. First, Hippo plays a trick on Nambo. The trick makes Nambo distrustful. When Hippo needs help, he says, 'You can't trick me'. He thinks Hippo wants to eat him, like Crocodile. But then Nambo changes his mind and goes to Hippo's aid. By retelling this part of the story, I can understand why Nambo didn't want to help Hippo at first, but that he learned the importance of helping others.*

**Practice** the strategy and have students record their responses

in their learner's notebooks:

- p. 21: *The text says, 'Croc nearly gobbled me up because of you'. What other text evidence shows how Nambo feels about Hippo? How did Hippo's trick affect Nambo? What do you think the author wants you to know?*
- p. 23: *Hippo calls for help three times. What finally convinces Nambo to help? Tell a partner if the author thinks it's more important not to be tricked or to be helpful.*
- p. 24: *Nambo tries different things to help Hippo. First, he pushes Hippo. Name three other things he tries. As you summarise, use words like 'next', 'then' and 'finally' in your response. What does Nambo learn from each attempt?*
- pp. 27–29: *What happens to Nambo after Hippo is pulled out of the water? The text says, "They all looked with sad eyes at the little elephant." What are the other animals feeling? How have their feelings changed from the beginning of the story? What did they learn because of Nambo?*
- p. 31: *Which sentence shows how Nambo has accepted his new trunk as a good thing? Which sentence shows Nambo's helpfulness? What do you think is the most important thing Nambo learned?*
- Have students discuss with a partner how retelling helps to understand the main ideas and lessons. What text evidence helped support their ideas?

### **Vocabulary strategy: Words in context**

Identify and discuss interesting or challenging vocabulary in the text. Talk about how to use the words around an unknown word to help determine its meaning. This is called using context. Encourage students to use the context as well as a dictionary to find the meanings of unknown words. Ask questions that encourage students to explore word meanings further.

- Point out the words, 'drown', 'underwater' and 'Hippo's shoulder' (p. 23). Have students discuss the meaning of 'tide'. Ask, *Why is the tide dangerous for Hippo?*
- *Picture a reed, then make an inference about what the word 'snorkel' (p. 24) means. Draw a picture that shows how Hippo would use a 'snorkel'.*
- *Say, On page 28, which words let you know something is wrong for Nambo? Describe 'distress'. Who else was in distress in the story?*
- Flamingo uses the word 'kneeling' on (p. 29). Use the text to describe how Nambo kneels. Why did he need to do that? Name two things from the text Nambo can now do without kneeling.
- Ask students to describe the word 'swish' used on p. 32. Why does it look different from the other words? What does it mean? The next line says, "The dripping hippo..." Ask students to demonstrate Nambo's swish and describe what happened to Hippo.

### **Writing: Drafting a pourquoi tale**

Students draft a pourquoi tale.

- *Use the plan you started for your own pourquoi tale to put events in order using linking words like 'first', 'then' and 'last'. Add descriptive words to show setting, time of day and weather. Choose descriptions that support the situation. For example, a zebra eats grass on the Savannah, so the setting might include sunshine and grasslands. Name the characters and include dialogue. Draft your story using these details. In the next lesson, we will work on revising our stories.*

### **► English Language Learners**

- Provide additional support with vocabulary, highlighting words that show shades of meaning. Point out word like 'rushed', 'ran' and 'walked'. Get students to place the words along a line from fastest to least fast. Show how authors choose words that are most descriptive of the action in the story. Give students other word trios and have them practise ranking them from most general to most specific.

### **► Assessment**

- Choose 1–3 students and collect responses, attempts and reading behaviours during reading.
- Collect work samples and keep them in the student's portfolio.
- Complete the Running Record.
- Record whether students liked the story and the rationale for their opinion.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Character analysis

Complete this activity to analyse characters and deepen understanding.

- Read about the character in the first column.
- Draw a conclusion about the character in the second column.
- Answer the questions that appear after the chart.

Question	Evidence from the Text/page number
Is Nambo graceful?	a boulder of a baby elephant crashed into her legs (p. 4)
Why doesn't Leopard want to play with Nambo?	
How does Flamingo feel about Nambo?	
Why does Nambo want to know what Crocodile eats for lunch?	
What is Crocodile's trick?	
How do the following characters feel about Nambo: Flamingo Hippo Crocodile	

Use the evidence you found to answer this question:  
How do the animals think of Nambo?

\_\_\_\_\_

What did the animals learn about Nambo?

\_\_\_\_\_

What did Nambo learn about himself?

\_\_\_\_\_

### Main teaching focus

*Comprehension:* Identify main idea, theme or central idea.

### Other teaching focus

*Comprehension:* Determine the author's message.

### Teacher's note

Students identify evidence in the text that shows how the animals feel and how their feelings change. They evaluate the main idea and author's message based on the text examples they find.

# Mystery at the Old Mine



Level 26 Fiction Word count: 1,814 Text type: Mystery Part: I

**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your students.

**Extending vocabulary:** collapsed, mine, minerals, pressure, rare

**Programme link:** *Mystery at the Old Mine* E-Book

**Curriculum links:** mystery, nature, earth science

**Story summary:** A field trip to an old mine has friends Raj, Mia, Jez and Ari digging up more than they expected!

**Learning objectives:** review: text evidence and author's message, review: applying vocabulary words in context, applying the writing process: publishing a narrative

## Getting started with predictions

- Explain that a mine is a tunnel or series of tunnels dug under the ground or into a mountain where people search for valuable resources like coal, gold or gems. Ask students what kind of mine they think this story will be about.
- Give each student a copy of the book and discuss the title, cover illustrations and back cover copy. Ask students to predict what type of text this is and how they know (e.g., fiction vs. non-fiction; realistic fiction vs. fantasy). Explain that this book is a mystery, a story in which the characters try to solve a puzzle of some kind, like finding something that is missing, or explaining something strange and unusual. Ask students to predict what this mystery will be about. Say, *Note the details on the cover and watch for connections to content as you read.*

## Reading the text

Have students read the text independently to p. 17, which is 803 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As students read the text, read along with them. Encourage them to use their learner's notebook to record questions they might have or points related to the following.

- Encourage students to use strategies while reading to gain information (e.g. rereading, reading on, using contextual cues and knowledge of content).
- *Making connections:* Point out the details in the pictures and ask students to connect them to what they know about mines and mining and about science field trips. What are some predictions they can make based on their own experience?
- *Clarifying:* *The friends in the story have several experiences in the mines. Pause as you read to restate and clarify the sequence of events.*
- *Visualising:* Ask students to visualise what it would be like to be a miner and to discover something valuable, such as gold or gems.
- *Questioning:* As students read, encourage them to share when something is confusing, or if they would like more information. They can record their questions in their learner's notebook and share when they find an answer.

- *Summarising:* After each chapter, ask students to summarise the plot, including the characters and what they did. They can use the chapter titles and the pictures to help.
- *Inferring:* Encourage students to discuss inferences they made based on clues in the text, such as: Raj knows a lot about the mine. *Do you think Raj has done his own research? What makes you think so?*
- Walk around as students are reading to check their reading fluency.

Discuss extending vocabulary, as necessary, to help students build background knowledge. Also focus on terms questioned by students or not supported in the text.

- p. 4: Say, *The word 'mine' has different meanings. Describe the different meanings, then decide which meaning is used on this page. How did you know?*
- p. 6: Ask, *Describe the meaning of 'collapsed'. (Support and extend discussion.) Why might a collapse cause someone to fall into the tunnel?*
- p. 6: Say, *The word 'gems' helps me guess the meaning of 'minerals'. Describe what you think it means. (Support and extend discussion.)*
- p. 12: Say, *The word 'rarest' is in the same paragraph as the word 'valuable'. Are they synonyms? Why or why not?*
- p. 13: Say, *What word part do you see at the beginning of the word 'pressure'?* (Support and extend discussion.) *How does the word part relate to the meaning of the word?*

## After reading

Focus on developing reading strategies that support students in gaining meaning. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies help readers to form understandings. Share how text evidence can help answer questions about the text and summarising the story can help determine the author's message. Briefly model for students how to ask questions and summarise and have students work independently through the remaining questions. As students have been introduced to this skill before, remove some of the scaffolding as possible during instruction. Finally, provide students with further vocabulary practice.

## Comprehension

- **Questioning:** Ask a partner a question about the text, starting with 'I wonder why ...'. Have your partner find the answer from the text. Use the evidence to start to formulate an idea about the author's message – what did the author want you to understand?
- **Text feature:** Illustrations give more information. The illustration on pages 4-5 helps introduce the characters, setting and situation of the story. What are some things you can predict about the main idea of this story by looking at the illustrations?

## Review: Text evidence and author's message

**Model** the strategy using p. 4. Small details can reveal part of the author's message. For example, the children are in the science club. Scientists like to experiment, study and discover. It's important to know that these children came to the mine to learn, not to steal or cause damage. Paying close attention to the words and pictures will help you find evidence about the author's message.

**Practice** the strategy and get students to record their thoughts in their learner's notebooks:

- p. 6: A field trip can bring different kinds of discoveries. In your learner's notebook, use evidence from the text to predict three things that the students might discover. When you finish the book, you can see if your predictions were correct.
- p. 10: Talk to a partner: Why is the chapter called Rock hounds? What does the author want you to know about this field trip? Find words that make you think of hounds, like 'hunt' and list them in your learner's notebook.
- p. 10: List the safety equipment the children will use in your learner's notebook. Then, describe each tool's purpose. Why does the author want you to know about the tools they will use? Share your idea with a partner.
- p. 13: Write "sometimes the hunt is worth more than the treasure" in your learner's notebook. In your own words, explain what you think this line means and give an example, either from the text or your own experience, that supports your thinking.
- p. 16: Sound words like 'tink', 'scratch' and 'scoop' help the reader visualise. Invent sound effects for other scenes in the story. Explain how visualising helps you keep track of the events.
- p. 16: What does Ari find? What is the last thing Jez does before they leave? How do the boys feel about what they found? Which words prove it?
- Have students turn to a partner and summarise the story so far.

## Vocabulary strategy: Review domain-specific words

Identify and discuss interesting or challenging vocabulary in the text. Talk about how authors choose words that are very specific to the topic they are writing about. These words are more descriptive, since they are so closely tied to the topic. Encourage students to look for these and try to define them using context, as well as using a glossary or a dictionary. Ask questions that encourage students to explore nuances of word meanings.

- Describe a 'mine' (p. 4). Ask students how they think mines were built. Show how some mines are underground, others are in mountains. What might be found in a mine? Why do you think so?
- Say, People often are excited to own something 'rare' (p. 12). What is a synonym of 'rare'? Where do the rarest stones form? Why is it hard to find rare stones?
- Say, A diamond is made by nature (p. 13). How does Ms Torpie say that diamonds are formed? Use the description of a diamond to help explain a 'mineral' in your own words.
- The text says 'pressure' turned coal into a diamond and also into a pencil point (p. 13). What text feature described how much pressure would be needed?

## Writing: Publishing a narrative

Students publish a narrative.

- Write a narrative about something valuable or important in your family. After making revisions and editing for spelling and conventions, publish your story by using technology to insert visuals, audio recordings or music into your final draft. Consider interviewing a family member about the tradition or valuable item and include that as part of your finished draft.

## ► English Language Learners

- Provide additional support by highlighting pronouns. Help students identify what each pronoun refers to by circling the pronoun and drawing a line to the person, place, or thing it is replacing. Use explicit modelling, especially for paragraphs that contain multiple pronouns referring to different things. Students can use different colours to distinguish people from things. Have them check their work with a partner.

## ► Assessment

- Note the student's responses, attempts, and reading behaviours before, during and after reading.
- Collect work samples, e.g. responses in their learner's notebook and keep them in the student's portfolio.

# Mystery at the Old Mine



Level 26 Fiction Word count: 1,814 Text type: Mystery Part: 2

**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your students.

**Extending vocabulary:** exhibit, fossil, geode, petrified, sparkling, vault

**Learning objectives:** review main idea, applying word meaning using context and applying the writing process: share a narrative

## Getting started with predictions

- Have students turn and talk about the text they have read thus far.
- Challenge students to make predictions for the second half of the story and to write their thoughts in a learner's notebook.

## Reading the text

Have students read the remainder of the text independently, which is 1,011 words. Explain how rereading text helps them gain meaning. Read along with students. Encourage them to use their learner's notebook to record questions or points related to the following.

- Encourage students to use strategies while reading to gain information (e.g. rereading, or using contextual cues).
- *Making connections:* Connect the events in the story to other treasure hunt stories you have read. How is this story similar? How is it different?
- *Clarifying:* Ask students to identify any of the rock names or scientific processes that are unfamiliar. Clarify through partner talk or whole class discussion. Start a word wall for reference.
- *Visualising:* In this story, the characters themselves try to visualise what happened to the treasure. What do you visualise when you think of treasure? Does your imagination match the story?
- *Questioning:* After reading, students identify any questions they still have. Chart their questions. Assign partners to research a question and share the answer with the class.
- *Summarising:* Have students briefly describe the sequence of events using a cause-and-effect graphic organiser or map. Insert words such as, 'as a result', or 'therefore' to indicate the transitions between events.
- *Inferring:* Discuss inferences students made based on clues in the text, such as: Why are the children confused when Ms Torpie hits Mia's rock with a hammer (p. 18)? How would you feel if your teacher broke something you had found? How does Mia feel after she opens the rock? How do you know?
- Walk around as students are reading to check their reading fluency.

Discuss extending vocabulary and focus on terms questioned by students or not supported in the text.

- p. 18: Say, The word 'geode' isn't defined, but a description of a geode may help us know what it is. Reread the text, then describe a geode in your own words. (Support or extend discussion.)
- p. 20: Ask, What do you know about the word 'fossil'? (Support or extend discussion.) Why are fossils important to scientists?
- p. 20: Say, The word 'petrified' can mean two different things.

Reread the text to see what it means in this context. What is another definition? Work with a partner to write a sentence in your learner's notebook that uses both definitions.

- p. 25: Ask, How does Mia know where to look for the bank box? Why would a 'vault' be a safe place to keep something important?
- p. 25: Say, Describe an 'exhibit'. Reread the text and then explain to a partner in your own words. Do you think the exhibit is permanent or temporary? Why do you think so?
- p. 28: Say, The children see something 'sparkling'. What other words from the text help you visualise the gems inside the boxes? How would you describe them in your own words?

## After reading

Focus on developing reading strategies that support students in gaining meaning. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies help readers to form understandings. Then explain how making connections and summarising help readers understand the main idea that an author is trying to get across. Model for students how to connect the events and summarise what happened in the story to help determine the main idea. As students have been introduced to this skill before, remove some of the scaffolding as possible during instruction. Finally, provide students with further vocabulary practice.

## Comprehension

*Text evidence:* Say, Inserting a recurring detail is one way an author can emphasise important parts of the story. For example, Mia's smartphone is used as a map, then as a research tool. What other details appear more than once throughout the story? How do they support the main message?

*Summarising:* Say, Add subheads to help summarise chapters. For example, for the chapter Rock stories add, 'There's more to these rocks than meets the eye'. Have partners invent subheads that further summarise the action.

## Review: Main idea

**Model** the strategy using p. 18. By describing the important events and details of each chapter, I can uncover the main idea. In the Story Map (PW), write the chapter title: Rock stories. Add a key detail: Mia found a geode. Next, I'll think about why this matters: Mia learns treasures aren't just gemstones. Work with a partner to fill out the Main Idea Story Map. Try to pick just one or two details that were most important and explain why you think so. Finally, what do you think the author wanted you to learn? What was the main idea of the whole story?

**Practice** the strategy and have students record their responses on the PW.

- p. 20: I'll add a detail about Raj: Raj found petrified wood. Why does this matter? Think about the line, 'a fossil is a sign of life long ago'. What does the author want us to think about by mentioning a fossil?
- p. 22: Write the chapter title in your Story Map. Add key details about what Jez and Ari found. How are their finds different from Mia's and Raj's? Discuss why these details matter, then add your ideas to your PW.
- p. 24: Include as one of your details one of the discoveries the children make about the key. Why did their discussion matter? Share your ideas with a partner before adding them to your PW.
- p. 26: The title of this chapter has a double meaning. Describe the different meanings. Why do you think the author chose this title? How does it reinforce the main idea?
- p. 28: What does it say about Ari that he gave a key to each of his friends so they could open a box? Why do you think this matters? What does the author want us to know?
- p. 30-32: Ari doesn't keep the treasure, even though he found it. How do Ari's actions influence Jez? Point to the words that prove your idea. Finally, sum up the main idea of the whole story into one sentence and fill in the 'Author's Message' part of your PW.
- Students discuss with a partner how they chose which details were the most important. What strategies did they use to make their selections? Did it help to talk about it with a partner?

### **Vocabulary strategy: Review words in context**

Identify and discuss interesting or challenging vocabulary in the text. Talk about how authors choose words that match the topic in order to be more descriptive. Students point out the words that more closely relate to the topic. Encourage students to determine the meaning of a word using context, as well as a dictionary. Ask questions that encourage students to explore word meanings further.

- Discuss the meaning of 'geode' (p. 18). Which type of scientist works with geodes? What inference can you make about Ms Torpie? Point to clues in the story.
- Say, Use text evidence to describe two different kinds of fossils (p. 20). How are these fossils similar? How are they different?
- Ask, Why is petrified wood so hard (p. 20)? What made it that way? Use words from the text in your description.
- Say, The author used words like 'fossil' because the children are digging up old rocks. What other words relate specifically to rocks and mines?
- Say, Many people put important things in bank 'vaults' (p. 25). Why did the burglars hide the treasure in the vault? Why is a vault a good place for something valuable? Use evidence from the story to support your idea.

- Ask, Describe an 'exhibit' (p. 25) Why does the museum have this exhibit? Hint: You may have to reread the earlier chapters to find the answer!
- Ask, What is a synonym for 'sparkling' (p. 28) that the author could have used?

### **Writing: Sharing a narrative**

Students share a narrative.

- Ask students to share their family story either as a presentation or as a written document. Be sure they include pictures, posters or use technology to present a multimedia experience. Organise a family literacy night, or get students to present during a back-to-school event.

### **► English Language Learners**

- Focus on domain-specific words by having students work in small groups to look through magazines to find pictures that relate to words like 'petrified' or 'fossil'. Students create flashcards or posters and share their work with the class. Use sentence frames to help them the words in complete sentences.

### **► Assessment**

- Check the completed PW.
- Choose 1-3 students and collect responses, attempts and reading behaviours during reading.
- Collect the PW and keep it in the student's portfolio.
- Complete the Running Record.
- Record whether students guessed the outcome of the story and the clues they used to make their predictions.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Main idea story map

Complete the chart.

- Write the chapter title in the first column.
- Add important details in the second column.
- In the third column, explain why the details mattered to the story.

Chapter title	Key details	Why do these details matter?
	1. 2.	
	1. 2.	
	1. 2.	
	1. 2.	

Write what you think was the author's main idea for the whole story. Include the text evidence you chose above to support your ideas.

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**Main teaching focus**

*Comprehension:* Determine the main idea of the story.

**Other teaching focus**

*Comprehension:* Use text evidence to identify the author's message.

**Teacher's note**

Students identify key details from each chapter and explain why those details are important. Students use the evidence they find to determine the main idea of the story.

# Too Cold for Football

Level 26 Fiction Word count: 1,497 Text type: fiction



**Extending vocabulary:** battery, climate change, igloo, research, sculpture, snowmobile, solar, trek

**Program link:** *Continents of the World* (non-fiction)

**Curriculum links:** friendship, social studies, sports

**Story summary:** Omar and his parents travel to Antarctica to work at a research base. Omar hopes he can still enjoy his favourite sport in the freezing, cold Antarctic. When Omar meets Peter, the only other kid on the base, the boys discover they don't have much in common. Eventually they find things to do, and Omar learns that trying something new can pay off in the end.

## Getting started

- Talk about football. Ask, *How is the game played? What are the rules of the game? What type of environment is football usually played in?* Have children think about how a game of football might be played in Antarctica.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover illustrations. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and cover illustrations help us make predictions.
- Ask children to share their prior knowledge. Ask, *What do you know about football? What do you know about Antarctica?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text? What knowledge of the world do you have that links with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *How do you think Omar and his parents feel about flying off on an adventure to help on the U.S. research base in Antarctica? Why might it be important for Omar's dad to find out if solar batteries can work in snowmobiles?*

pages 6–7: Ask, *Do you think Omar is worried that it might be a bit too cold to play football in Antarctica? Do you think Omar will make new friends in Antarctica? What types of things might Omar take photos of with the camera that Mama Zawadi gave him?*

pages 8–9: Ask, *How do you think it felt when the plane landed? How does Dr. Pushkin take Omar and his family to the base?*

pages 10–11: Ask, *Why do you think there are people at the base from all over the world? How might Omar feel when he finds out there is only one other child at the base at the moment?*

pages 12–13: Ask, *Why are the rooms on the base so small? Why would everyone eat together in the cafeteria? Why is Omar worried that he won't have anything to talk about with Peter?*

pages 14–15: Ask, *How might Omar and Peter feel when they meet each other? How do you think Omar feels when Peter*

*says he doesn't like football? Why do you think Peter likes cross-country skiing?*

pages 16–17: Ask, *Why does everyone feel excited when Peter talks about what they will see on the trek? How do you think Omar will manage on the skiing trip? What things might he take photos of with his camera?*

pages 18–19: Ask, *Why is Omar finding skiing so hard? Why is it a good idea to try again another day? Do you think Omar is excited to go to the game room instead?*

pages 20–21: Ask, *Are Omar and Peter interested in the same games? How is Peter feeling when Omar keeps winning? What could the boys do so they both enjoy themselves?*

pages 22–23: Ask, *Why is it a good idea for Omar to teach Peter how to play football? Where could they play instead of in the small garage?*

pages 24–25: Ask, *What are the boys doing together now? How did making an igloo together help them become friends? Why do you think Omar asked Peter to help him learn how to ski?*

pages 26–27: Ask, *Why do you think Omar and Peter spend all their time making ice sculptures and practicing skiing? When might Omar be ready to go to the bay?*

pages 28–29: Ask, *How are the boys learning new things from each other? What do they see walking past the base? Why do you think Omar is going to get his camera?*

pages 30–31: Ask, *What can they see in the waves? Why might Juma and Mama Zawadi love the pictures Omar is taking?*

page 32: Ask, *Why would Omar be proud of himself?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Have children read the text independently (chapter, page, or paragraph). Discuss that sometimes it is necessary to reread several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, sounding out, using contextual cues, and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text—embedded clauses, negation, linking across phrases/paragraphs, linking, and comparing data and information.

- **Clarifying:** Ask children to identify words, phrases, or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise, and using tools such as a dictionary.
- **Visualizing:** Discuss visualizing with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page, or paragraph), have children ask and answer questions related to the text they have read.
- **Summarizing:** Ask children to retell and summarize what they have read. Ask, *What were the main events?*
- Ask inferential questions such as: *Why might Omar have thought he and Peter would not become friends? What did Omar and Peter learn about making friends? Why did Omar have to practice cross-country skiing before he could make the trek to the bay? Why did the boys think Antarctica was the most wonderful place?*
- Talk about 'climate change.' Discuss how it refers to a change in global and regional climate patterns. Ask, *What is the cause of climate change?*
- Identify 'igloo.' Discuss how it refers to a small, round house that is made of blocks of hard snow. Ask, *Where might you find an igloo?*
- Identify 'research' and talk about how it means to find out about something so that you can learn about it.
- Talk about 'sculpture' and how it refers to a 3D artistic image that is made by carving, chiseling, or moulding.
- Identify 'snowmobile' and talk about how it is a small powered vehicle that can travel through or over snow.
- Talk about 'solar' and how it means 'to do with the sun.' Ask, *What might it mean if something is 'solar powered'?*
- Identify 'trek' and discuss how it refers to making a slow, difficult journey from one place to another.

### Combining vocabulary for better understanding

Discuss interesting phrases in the text. Talk about how readers need to understand the meaning of individual words and then connect them with other words/phrases.

- Talk about the words 'solar energy.' Discuss where the power or energy is coming from if it has solar energy.
- Discuss the phrase 'cold air shot in.' Talk about how the cold air would have felt. Ask, *What does it mean if the cold air 'shot in'?*

### Text conventions

- **Commas:** As a group, discuss commas and have children identify the commas in the text. Model how readers pause at commas.
- **Quotation marks:** Discuss quotation marks. Explain that text between quotation marks is what a character is saying. Have children identify quotation marks in the text.

### Writing

- Have children imagine they are living on a base in Antarctica. Ask, *What would you do? What would you see?* Have them write an imaginative text describing three days of their life on a research base.

### ► English Language Learners

- Discuss the qualities of a good friend. Ask, *What types of things do good friends do? In what ways can friends be thoughtful, kind, and fair?* Have children recall how Omar and Peter became friends in the story. Discuss what things you may think, say, and do (such as actions and body language) when you are trying to make new friends. Have children complete **PW 161**.

### ► Assessment

- PWs 159, 160 and 161 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

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualizing, making connections, clarifying, questioning, summarizing, and inferring. Talk about how developing and using strategies help readers to form understandings.

Choose from the following activities.

### Comprehension

- **Characters:** Discuss the main character, Omar. Have children recall and describe the character's appearance, actions, and traits. Encourage children to find evidence in the text to support their inferences. Discuss how the character changes throughout the story. Ask, *What was Omar like at the beginning/ end of the story?* Have children complete **PW 159**.
- **Recount:** Have children recall the main events of the story. Provide children with eight cards. As a group, have them decide on the eight most important events in the story and record them on the cards. Children can sequence the events by placing the cards in the correct order. Have children complete **PW 160**.

### Phonological awareness:

- Find 'stronger' and discuss the suffix 'er' at the end of the word. Talk about how 'er' changes the meaning of the word. Have children brainstorm and record other suffixes that can be added to the base word 'strong.'

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Identify 'battery' and discuss how it refers to an object that contains a store of electricity. Talk about how you put batteries inside objects such as a torch to make them work. Have children make a list of items that use batteries.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Character study

- Think about Omar. Draw a portrait of him.
- Write about his appearance, interests, traits, words and actions.
- Write about how Omar was at the beginning of the story and the end of the story.

<b>Portrait</b>	<b>Description</b>
<b>Interests</b>	<b>Character Traits</b>
<b>Actions in the story</b>	<b>Words he speaks</b>
<b>At the beginning of the story Omar...</b>	
<b>At the end of the story Omar...</b>	

How did Omar change during the story? What did he learn?

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**Main teaching focus**

*Comprehension:* Character study; Inferring character's thoughts, feelings, and actions

**Other teaching focus**

*Comprehension:* Recalling events from the text

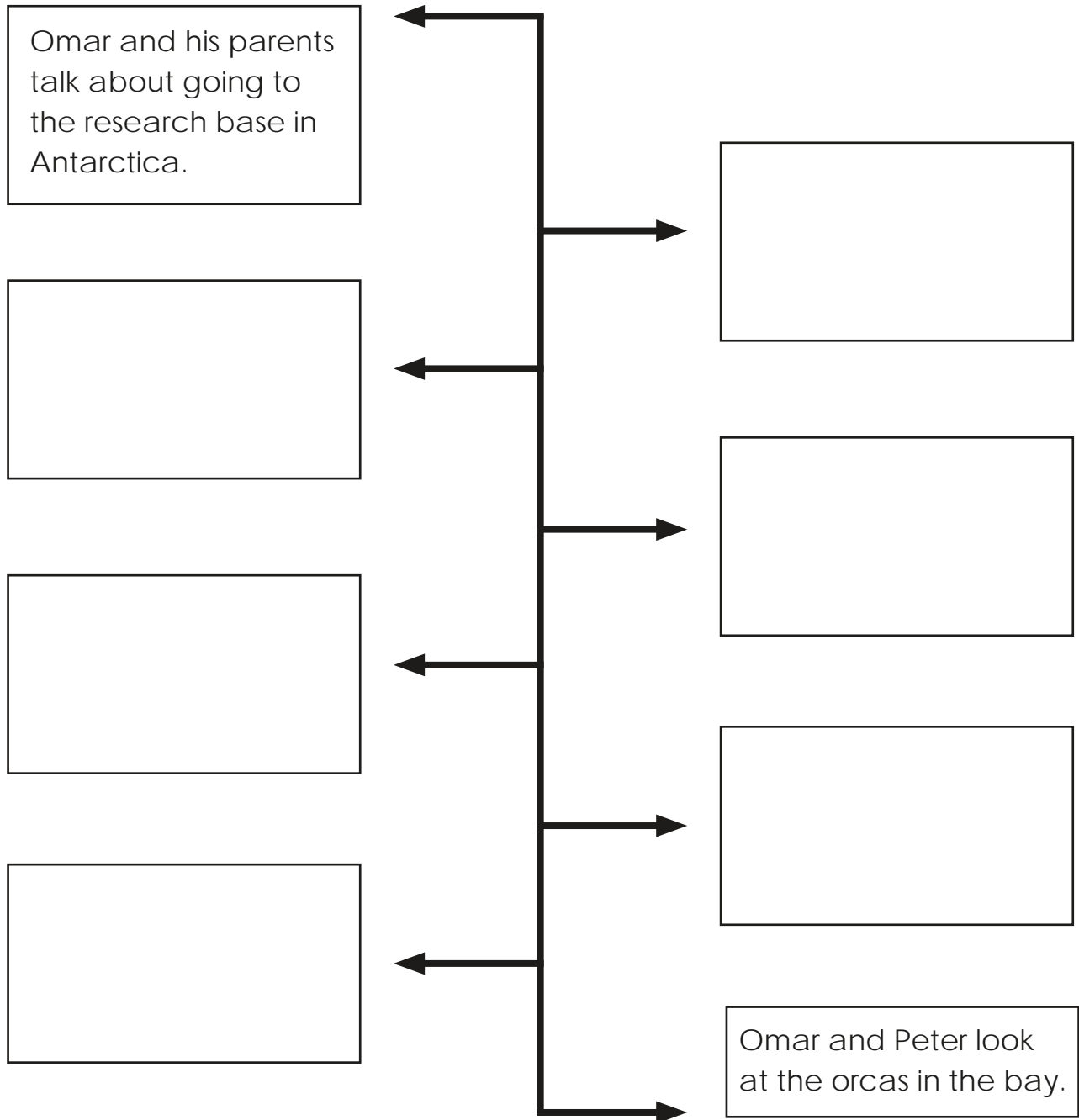
**Teacher's note**

Children complete a character study on Omar by writing about his appearance, interests, traits, actions, and words he speaks. They record what he was like at the beginning of the story and what he was like at the end of the story.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Timeline

- Write main events from the story on the timeline.
- The first and last events have been recorded for you.



**Main teaching focus**

*Comprehension:* Recalling main events from the story

**Other teaching focus**

*Comprehension:* Sequencing events from the text

**Teacher's note**

Children recall and sequence main events from the story and record them on the timeline.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Making friends

- Write things you can say, do (actions and body language), and think when you are making new friends.

Say	
Do	
Think	

**Main teaching focus**

*Oral language development:* Discussions about making friends

**Other teaching focus**

*Comprehension:* Recalling events from the story

**Teacher's note**

Children write about things they can say, do, and think when they are making new friends.

# History of Gold

Level 26 Non-fiction Word count: 1,468 Text type: report (information)



**Extending vocabulary:** companies, copper, drill, equipment, explosives, goldfield, nickel, producers, scientists, separate, valuable, vein

**Programme links:** *History of Gold E-Book*  
*Gold Rush Adventure* (fiction)

**Curriculum link:** earth, science, nature, rocks, minerals

**Text summary:** Learn about the history of gold including what gold is, why it is special and rare, what it is used for and where it is found. Also find out about the gold rushes of the past and gold mining methods used today.

## Getting started

- Ask children to discuss gold. Ask, *What is gold? Where have you seen gold?* Encourage children to talk about where gold comes from and have them share their thoughts on mining methods. As a group, complete a 'gold' brainstorm.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and cover illustrations. Ask children to predict what the text will be about. Ask, *Do you predict that this is a fiction or non-fiction text? What information might readers learn from this text?*
- Encourage children to share their prior knowledge relating to the title and cover illustrations. Ask, *What do you know about where gold comes from?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustrations as prompts. Ask, *What knowledge do you have about the history of gold?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *Why do you think gold is such a precious or valuable metal?*

pages 6–7: Ask, *Why do you think gold is able to be used in so many different ways?*

pages 8–9: Ask, *What might be some of the benefits of gold? What might be some of the disadvantages of gold?*

pages 10–11: Ask, *Why do you think gold is used for trophies and wedding rings instead of another type of metal?*

pages 12–13: Ask, *Why might most gold only be found in some places around the world?*

pages 14–15: Ask, *Where in the world would you be likely to find gold deposits?*

pages 16–17: Ask, *Would gold in rivers be lode deposits or placer deposits? Do you think people can find gold in lode deposits?*

pages 18–19: Ask, *How would swirling the dirt and gravel around in the pan help to see the gold? How is the rocker similar to using a pan?*

pages 20–21: Ask, *Do you think it would have been dangerous in a mine shaft long ago? Why or why not?*

pages 22–23: Ask, *Why do you think people from all over the world left their homes to join gold rushes? Why might some of these gold rush cities be deserted later?*

pages 24–25: Ask, *Do you think people knew that life on the goldfields was going to be so difficult? Why didn't many miners become rich?*

pages 26–27: Ask, *How do miners look for gold today? Why do you think they dig out huge amounts of rock and dirt before they look for gold?*

pages 28–29: Ask, *Do you think the mine shafts are dug in the same way today as they were during the gold rushes? How do you think technology has helped miners?*

pages 30–31: Ask, *How do you think explosives are used to help the miners?*

page 32: Ask, *What could you use the glossary for? What could you use the index for?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about.
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** Before, during and after reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main details?*
- **Inferring:** Encourage children to make inferences based on clues in the text. Ask children to answer inferential questions such as: *Why might more prospectors pan in a river rather than mine in a shaft?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

### Comprehension

- *Compare and contrast:* Ask children to recall how people mined for gold in the past on the goldfields. Ask, *What tools were used? What were the conditions like for miners?* Then ask children to recall and discuss the mining methods used today. Ask, *What is similar or different in the way miners search for gold?* Get children to complete **PW 162**.
- *Recall:* Write the questions 'What is gold?' 'Why is gold special?' 'What is gold used for?' and 'Where is gold found?' each on a piece of paper. Ask children to work together and record information to answer each question. Have children complete **PW 163**.

### Graphophonics

- Identify the word 'countries' and discuss how it is the plural of 'country'. Talk about how the 'y' at the end of 'country' is changed to 'i' before 'es' is added to write the plural. Locate other words in the text that use this rule, such as 'supplies' and 'companies'. Get children to record other 'ies' words.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings. Discuss the following word meanings, then get children to complete **PW 164**.
- Identify 'companies' and discuss how it refers to groups of people or businesses who work, do or make things together.
- Discuss how 'copper' is a type of metal that is shiny and brown. As a group, brainstorm items made from copper.
- Talk about how a 'drill' is a tool used for making holes in something or the action.
- Identify 'equipment' and discuss how it refers to the things you need for doing something. Ask, *What equipment did the miners need?* Brainstorm and discuss other types of equipment such as sports or gardening equipment.
- Discuss the meaning of the word 'explosives'. Talk about how it refers to substances that are used to cause an explosion, such as dynamite.
- Identify 'goldfields' and discuss how it refers to the area or place where miners searched for gold.
- Discuss how 'nickel' is a hard, silvery-white type of metal.
- Talk about 'producers' and how it refers to something that makes or creates something else.
- Identify 'scientists' and discuss how it refers to someone who studies things in the world around them.
- Talk about 'separate' and how it refers to moving things away from each other so that they are no longer together or connected.
- Discuss how 'valuable' means that something is worth a lot of money or is very useful. Ask, *Why do you think gold is valuable?*

- Talk about the word 'vein' and how it refers to the narrow tubes inside your body that carry blood to your heart. Ask children to discuss what a 'vein of gold' in rock might look like.

### Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the sentence, 'A very thin layer of gold lets some light through but reflects or throws back, red and yellow light'. Ask children to identify the meaning of the word 'reflect' in the sentence. Ask, *What happens when the light hits the gold?* Talk about how readers have to connect all information.
- Discuss the sentence, 'The water and rocking helped to separate the gold from the dirt and gravel'. Ensure children understand the meaning of all words in the sentence. Ask, *How did they separate the gold from the dirt and gravel?*

### Text conventions

- *Text emphasis/italic font:* Talk about how some words in the text are shown in italics and how their meanings can be found in the glossary on page 32.
- *Diagrams/maps:* Ask children to identify the diagrams and maps in the text. Ask, *How do they help us to understand the text?*

### Writing

- Ask children to discuss why gold is valuable. Talk about how gold is rare and useful. Ask children to write a persuasive text which explains their opinion as to why gold is valuable. Encourage them to support their argument using information from the text.

### ► English Language Learners

- Discuss that gold is a type of metal. As a group, talk about what 'metal' is. Brainstorm other metals that children know, such as copper, nickel, silver, bronze, aluminum and steel. Talk about how different metals have different types of properties (harder or softer, different colours) and are used for different things. Get children to make a poster of different types of metals and their uses.

### ► Assessment

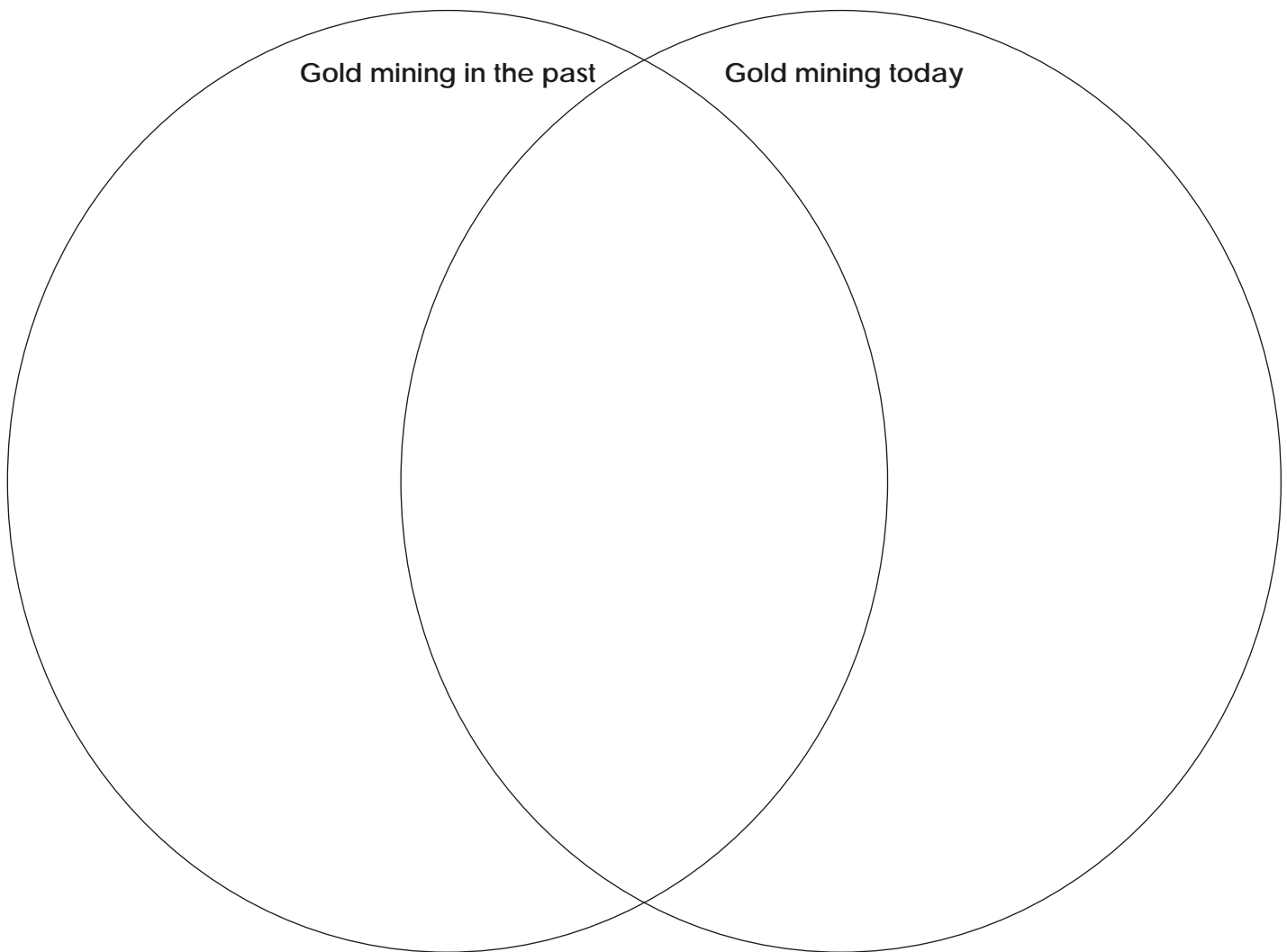
- PWs completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 7 could be kept in the child's portfolio
- Complete Running Record (page 344)



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Compare and contrast

- Compare and contrast gold mining methods of the past and gold mining methods of today.
- Write in the Venn diagram what they have in common and how they are different.

**Main teaching focus**

*Comprehension:* Comparing and contrasting information in a text.

**Other teaching focus**

*Comprehension:* Recalling details from a text.

**Teacher's note**

Children compare and contrast mining methods of the past with mining methods of today. They record what they have in common and how they are different in the Venn diagram.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Recall

- Recall information from the text to answer the questions.

<p style="text-align: center;"><b>What is gold?</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p style="text-align: center;"><b>Why is gold special?</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<p style="text-align: center;"><b>What is gold used for?</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p style="text-align: center;"><b>Where is gold found?</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

**Main teaching focus**

*Comprehension:* Recalling information from a text.

**Other teaching focus**

*Comprehension:* Answering literal questions about a text.

**Teacher's note**

Children recall information from the text to answer the questions. They should recall at least four facts relating to each question. Children record their information in the table.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Word meanings

- Draw a line from each word to its definition and draw a picture to show the meaning of each word.
- Write the words at the bottom of the page in a sentence.

Word
copper
valuable
nickel
scientist
equipment
separate
goldfields
companies

Definition	Picture
Type of hard, silvery-white metal	
Someone who studies the world around them	
Things you need for doing something	
To move things away from each other so they are no longer together	
Type of brown, shiny metal	
Groups of people who work, do or make things together	
Worth a lot of money or very useful	
Area or place where miners searched for gold	

separate: \_\_\_\_\_

valuable: \_\_\_\_\_

equipment: \_\_\_\_\_

**Main teaching focus**

Vocabulary: Extending vocabulary— understanding word meanings.

**Other teaching focus**

Comprehension: Figuring out word meanings using the sentence context.

**Teacher's note**

Children draw lines from vocabulary words to their meanings. They also draw pictures of the words in the table. Children write the words at the bottom of the page in sentences.

# Moon Phases

Level 26 Non-fiction Word count: 1,093 Text type: Informational text



**Extending vocabulary:** crescent, cycle, gibbous, humpbacked, maria, montes, quarter, sliver, surface, waning, waxing

**Programme links:** *Moon Phases E-Book*  
*Max Jupiter* (fiction)

**Curriculum link:** astronomy, physical science, space

**Text summary:** Learn about the Moon and what it looks like. Find out about different phases of the Moon: the New Moon phase, the Waxing Moon phase, the Full Moon phase and the Waning Moon phase. Also read about lunar eclipses and how we can look at the Moon.

## Getting started

- Provide children with a piece of paper and ask them to draw a picture of the Moon. Compare students' drawings. Ask, *Does the Moon always look the same? In what other shapes have you seen the Moon?*

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and cover illustrations. Ask children to predict what the text will be about. Ask, *Do you predict that this is a fiction or non-fiction text? What information might readers learn from this text?*
- Encourage children to share their prior knowledge relating to the title and cover illustrations. Ask, *What do you know about the Moon or its phases?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustrations as prompts. Ask, *What personal experiences do you have relating to the Moon? How might this text connect with other texts you have read?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *What does it mean when the Moon orbits around the Earth?*

pages 6–7: Ask, *What might have caused the craters on the Moon's surface?*

pages 8–9: Ask, *If the Moon doesn't make its own light how are we able to see it?*

pages 10–11: Ask, *What do you think causes the Moon's shape to look different?*

pages 12–13: Ask, *Are we able to see any part of the Moon that is reflecting the Sun's light?*

pages 14–15: Ask, *How much of the Moon can we see when it has traveled a quarter of the way around its orbit of the Earth?*

pages 16–17: Ask, *How much of the Moon is lit up from around the eighth to the fourteenth day of the Moon's orbit?*

pages 18–19: Ask, *When can we see a whole side of the Moon?*

pages 20–21: Ask, *How much of the Moon can we see during the Last Quarter Moon phase?*

pages 22–23: Ask, *What shape do you think the Moon is during the Waning Crescent Moon phase?*

pages 24–25: Ask, *Are we only able to see the Moon at night?*  
pages 26–27: Ask, *What can you learn by looking at this Moon Cycle and Phases diagram?*

pages 28–29: Ask, *When do you think a lunar eclipse happens?*  
pages 30–31: Ask, *Why would it be best to stand in the same spot at the same time each evening to see the changing shape of the Moon?*

page 32: Ask, *What could you use the glossary for? What could you use the index for?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about.
- Ask children to read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to re-read several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. re-reading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** Before, during and after reading the text (chapter, page or paragraph), get children to ask and answer questions related to the text.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main details?*
- **Inferring:** Encourage children to discuss inferences they make based on clues in the text. Also, get children to answer inferential questions such as: *Does the Moon really change shape? Why or why not? Would we be able to see the Moon if there was no light from the Sun? Why or why not?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies helps readers to form understandings. Choose from the following activities.

### Comprehension

- *Recall*: Discuss what children learned about the phases of the Moon. Ask, *What are the different phases of the Moon?* Encourage children to draw pictures of the Moon, Sun and Earth to show their understanding of the phases of the Moon. Get children to complete **PW 165**.
- *True or False*: Talk about the different phases of the Moon and how the Moon appears to change shape as it orbits the Earth. Discuss the meaning of the terms 'true' and 'false'. On the board, write the sentence, 'The Earth orbits around the Sun'. Ask, *Is this sentence true or false?* Continue with other sentences. Get children to complete **PW 166**.

### Graphophonics

- Identify the word 'knocked' and discuss the silent 'k' at the beginning of the word. Talk about how this letter is not sounded. As a group, brainstorm and record other words beginning with a silent 'k' such as 'know' and 'knee'.

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how some words can have multiple meanings. Encourage children to use the sentence content and a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings. Discuss the following word meanings.
- Identify 'crescent' and how it refers to a shape that is curved in the middle and tapers out to points at each end.
- Discuss the word 'cycle' and how in this context it refers to a series of events that are repeated in the same order.
- Talk about how 'gibbous' means humpbacked or rounded.
- Identify 'humpbacked' and discuss how it refers to something that is rounded or has a bump or bulge on its back or side.
- Discuss the meaning of the word 'maria'. Talk about how it refers to the 'seas' or dark areas on the surface of the Moon.
- Identify 'montes' and discuss how it refers to mountains or areas that are higher than the surrounding areas.
- Discuss how 'quarter' means one of the four equal parts that something is divided into.
- Talk about 'sliver' and how it refers to a small, thin, narrow piece of something larger.
- Identify 'surface' and discuss how the surface of something is the top or outside part of something.
- Talk about 'waning' and how it means to gradually decrease in strength.
- Identify the word 'waxing' and how it means to grow bigger or larger.
- *Synonyms*: Discuss how synonyms are words that have a similar meaning. Find 'large' in the text and ask children to think of words that have a similar meaning, such as 'huge' and 'big'. On a piece of paper, list words from the text such as 'crashed', 'evening' and 'tiny' and ask children to brainstorm and record synonyms. Get children to complete **PW 167**.

## Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the sentence, 'This sliver or small part, of reflected sunlight grows bigger over a week'. Ask children to identify the meaning of the word 'sliver' in the sentence. Ask, *What is the sunlight reflecting on?* Encourage children to re-read the previous sentence in the text. Talk about how readers have to connect all information.
- Discuss the sentence, 'We look at the Moon from different angles or directions, as it travels'. Ask children to identify the meaning of the word 'angles' in the sentence. Ask, *In what direction do we look at the Moon? What is the Moon doing as we look at it?*

### Text conventions

- *Commas*: As a group, identify the commas in the text. Ask children to show how they pause at commas while reading.
- *Pictures and captions*: Ask children to identify the pictures and captions in the text. Discuss how they provide readers with information. Ask, *How do they help us to understand the text?*
- *Headings*: Ask children to identify the headings in the text. Discuss how headings help readers to understand what will be on each page.

### Writing

- Ask children to choose one of the Moon's phases discussed in the text. Have them make a poster explaining what the Moon looks like during this phase and where it is in its orbit around the Earth. Encourage children to include diagrams.

### ► English Language Learners

- Ask children to share what they have learned about the Moon. Ask, *What is the surface of the Moon like? Does the Moon actually change shape?* Provide children with a range of materials such as paper, tape, paint, string, modelling clay, fabric and markers. Have them make a model of the Moon using the materials.

### ► Assessment

- PWs completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 162 could be kept in the child's portfolio
- Complete Running Record (page 346)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Moon Phase Facts

- Complete the table by answering the questions and drawing pictures about the Moon's phases.

	What happens during this phase?	What shape does the Moon appear to us?	Picture of what the Moon looks like during the phase	Diagram of where the Moon is in its orbit around Earth
New Moon				
Waxing Crescent Moon				
First Quarter Moon				
Waxing Gibbous Moon				
Full Moon				
Waning Gibbous Moon				
Last Quarter Moon				
Waning Crescent Moon				

**Main teaching focus**

*Comprehension:* Recalling information from a text.

**Other teaching focus**

*Comprehension:* Answering literal questions.

**Teacher's note**

Children complete the table by answering the questions and drawing pictures about the Moon during the different Moon Phases.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# True or False

- Read each sentence. If it is correct, circle 'True'. If it is incorrect, circle 'False'.

The Moon is made of rock.	True	False
The craters on the Moon's surface were probably caused by asteroids that crashed into the Moon.	True	False
It takes about 30 days for the Moon to move around the Earth one time.	True	False
On Earth we are able to see two different sides of the Moon.	True	False
The Moon's phases begin with a New Moon.	True	False
A New Moon lasts for one month.	True	False
The Moon really changes shape as it orbits Earth.	True	False
During the Waxing Moon phase we slowly see more and more of the Moon's surface.	True	False
We can see half of the Moon at night during the First Quarter Moon phase.	True	False
We can see the Moon because it reflects the Sun's light.	True	False
A Full Moon happens when the Moon and the Sun are in line with each other and the Earth is not in between them.	True	False
After a Full Moon, the Moon enters the Waxing Moon phase.	True	False
We can only see the Moon during the day during summer.	True	False
A lunar eclipse happens when the Earth comes directly between the Sun and the Moon.	True	False
During a lunar eclipse, the Moon blocks the Sun's light from reaching Earth.	True	False
We aren't able to see to the changing shape of the Moon without binoculars or a telescope.	True	False

### Main teaching focus

*Comprehension:* Answering questions about a text.

### Other teaching focus

*Comprehension:* Recalling information from a text; linking information across sentences and paragraphs.

### Teacher's note

Children read each sentence about the Moon phases. If the sentence is correct, they circle 'True' and if the statement is incorrect, they circle 'False'.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Synonyms

- Write a synonym for the word that is underlined in each sentence. The first letter has been given for you.
- Find the synonyms in the word search.

Some scientists think the Earth may have been hit by a large object billions of years ago. h \_ \_ \_

The craters were probably made when asteroids crashed into the Moon. s \_ \_ \_ \_ \_

As the Moon moves around the Earth, it only spins once, very slowly. t \_ \_ \_ \_

We can see just one side of the Moon as it travels around the Earth. o \_ \_ \_ \_ \_

The Moon begins a new orbit, starting with another New Moon. b \_ \_ \_ \_ \_

During the Moon's orbit around Earth, the Moon moves closer to and farther away from the Sun. n \_ \_ \_ \_ \_

The best time to see the Moon during the day is before and after a Full Moon, when the Moon looks big. l \_ \_ \_ \_

Stand in the same spot at the same time each evening for a month and look up at the sky. p \_ \_ \_ \_

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

### Main teaching focus

Vocabulary: Synonyms; word meanings and definitions.

### Other teaching focus

Comprehension: Figuring out word meanings using sentence context.

### Teacher's note

Children read the sentences and think of synonyms for the words that are underlined. Then they write the synonym that begins with the letter in the space provided. Children find the synonyms in the word search.



# Traditions Around the World



Level 26 Non-fiction Word count: 1,895 Text type: Informational text Part: 1

**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your students.

**Extending vocabulary:** celebrate, festivals, loyal, represent, traditions

**Programme link:** *Traditions Around the World* E-Book

**Curriculum links:** social science, customs, traditions, holidays and celebrations, people and places

**Text summary:** People all around the world practise special traditions. Some traditions involve holidays, food or clothing. Others involve daily habits, such as how to say 'hello' to a new person or when to remove your shoes. What traditions do you share with others around the world?

**Learning objectives:** identify author's message, apply word meaning using context, analyse table of contents, headings and maps, apply the writing process: revising a narrative text

## Getting started with predictions

- Ask students about their own family traditions. Do they always have a family reunion in the summer? Is there a special dish served at parties? Is there a Sunday ritual they participate in? Ask students to discuss an example with a partner.
- Give each student a copy of the book and discuss the title, cover images and back cover copy. Ask students to predict what type of text this is and how they know (e.g., fiction vs. non-fiction; realistic fiction vs. fantasy). Explain that this book is an informational text, which is a non-fiction piece that explains or gives information about something. Focus on the words 'around the world'. What do they predict they'll be reading about?

## Reading the text

Get students to read the text independently to page 16, which is 869 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As students read the text, read along with them. Encourage them to use their learner's notebook to record questions they might have or points related to the following.

- Encourage students to use strategies while reading to gain information (e.g. rereading, reading on, using contextual cues and knowledge of content).
- *Making connections:* Family celebrations or holiday traditions are often the backdrop in movies or stories. Ask students to connect any stories they recall that include traditions or holidays. What are some things they remember about these stories?
- *Clarifying:* Text features like italic fonts and fact boxes help clarify language or details that can't be deciphered from context. Refer to the glossary and index for definitions and locations of facts.
- *Visualising:* Use pictures when possible to help students 'see' some of the items and settings described in the text. It's hard to imagine a place you've never been, especially if it is very different from where you live.
- *Questioning:* Encourage students to stop after each chapter and share one question with a partner. What did they want

to know more about? Point to text that helps answer their questions.

- *Summarising:* Ask students to reread the chapter headings. What did each chapter describe? Compare the examples within each chapter.
- *Inferring:* Encourage students to discuss inferences they made based on clues in the text, such as: *Why would clothing that has been passed down be worn for a special day? Can you think of an example?*
- Walk around as students are reading to check their reading fluency.

Discuss extending vocabulary, as necessary, to help students build background knowledge. Also focus on terms questioned by students or not supported in the text.

- p. 4: Say, *Which word helps you understand the meaning of 'celebrate'? Can you add a suffix to this word to change the form?*
- p. 4: Say, *The text gave two definitions for 'tradition'. (Support and extend discussion.) Read the text, then explain 'tradition' to a partner in your own words.*
- p. 8: Say, *Describe the meaning of the noun 'festival'. Explain what the adjective 'festive' means based on your definition.*
- p. 10: Reread the line about noodles. Say, *Explain what 'represent' means in this context. What is important about serving noodles? How is this different from what noodles are like in Italy?*
- p. 14: Ask, *Which words in the paragraph help you understand 'loyal'? Can you infer the meaning of the word 'allegiance' based on the meaning of 'loyal'?*

## After reading

Focus on developing reading strategies that support students in gaining meaning. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Then explain how an author uses structure, descriptions and tone to convey a specific message. In this text, the author wants the reader to be respectful of traditions in other cultures, so each chapter presents information in a positive way. Then, students work independently through the remaining questions. Provide additional support during instruction as needed through modelling and providing gradual release towards independence. Finally, provide students

with further vocabulary practice.

### Comprehension

- **Summarising:** Tell students, *As you read, pay attention to the examples offered in each section and how each one supports the main idea. Use one example to sum up what the chapter is about and explain why you think the author chose that example.*
- **Text features:** Explain how the table of contents reveals the main idea of each chapter and show how the fact boxes and maps offer additional details that support the main ideas.

### Identify author's message

**Model** the strategy using page 7. *Say, Strategies help us solve problems we encounter when we are trying to read, write and learn. We've already discussed looking at text evidence and determining main ideas and today we'll talk about how an author's message is conveyed through the language choices and tone of the text. While informational text is meant to explain, the author can make choices that support a message she is trying to get across. For example, on page 7, the author explains how the Inuit people wear animal fur. Some people feel strongly that animal skins should not be used as clothing, but the author gives no opinion in the text about whether it is right or wrong. She simply explains objectively that skins help the Inuit people stay warm. I can draw a conclusion that the author wants us to know that some traditions started for practical reasons. I can jot down my thoughts about the author's message in my learner's notebook as I come across more examples.*

- p. 6: *On this page, the author explains that the colour red stands for bravery and it is a popular colour. I can infer that the Maasai people must value bravery. Why else might the author have included this detail? What else does the author want us to infer about the Maasai people? I will add my thoughts in my learner's notebook.*

**Practise** the strategy and have students record some of their thoughts in their learner's notebook:

- p. 8: *The author describes kilts, including who wore them long ago. What does the author want us to know about this traditional clothing and the people who wear it?*
- p. 9: *The fact box adds extra details to the text. Why did the author note the colour of the saris worn by brides? Make a connection – what colour do brides wear in your culture? Why do you think they wear that colour?*
- pp. 14–15: *What is the title of this chapter? How was your first school day similar to or different from a German's or Russian's first day? What does the author want us to think about by making this comparison?*
- *Find two other examples of inferences you made based on the facts that the author included. What conclusion do you think the author wanted you to draw from these examples?*

After students have practised identifying the author's message, have them share with a partner how understanding the message helped them understand the text better.

### Vocabulary strategy: Apply word meaning using context

Identify and discuss interesting or challenging vocabulary in the text. Tell students that they can figure out a word's meaning by

looking for clues in the words around it. For example, on p. 4, the author restates the definition of 'tradition' twice: the ways people do things and the ideas a group of people share and pass down over time. Encourage students to look for words and phrases that help describe the meaning of an unknown or italicised word. Use a dictionary or the glossary as needed. Ask questions that encourage students to further explore word meanings.

- *Say, Based on the earlier definition of 'tradition' (p. 4), explain how clothing can be seen as a tradition (p. 6). Which parts of the earlier definition apply in this context?*
- *Explain how the word 'special' relates to 'celebrate' (p. 6).*
- *Ask, What word could you substitute for 'represent' in this paragraph (p. 10)? What are some objects in your culture that represent good luck or bad luck?*
- *Ask, What symbols show an American's loyalty to the country (p. 14)? Find two words or phrases that show how someone proves they are loyal.*

### Writing: Revising a narrative text

Students revise the pourquoi tale they began in previous lessons.

- *Reread and try to add details about a tradition to your story. Include a tradition that involves food, clothing or a ceremony. It can be real, or made up. Show how the main character feels about the tradition. Reread your story to be sure it is organised in a logical sequence. Add transition words that keep the story flowing. Share your story with a partner to get feedback on the language choices, tone, characters, setting and the plot structure.*

### ► English Language Learners

- Provide additional support for finding main ideas and details. Choose several paragraphs from the text and write each sentence on one sentence strip. Mix up the sentences and have students work in small groups to reconstruct the paragraphs, first by identifying the main ideas. Tell students to place the main idea at the top, followed by the examples and details in order of importance. Use several paragraphs at different stations and have groups rotate for extra practice.

### ► Assessment

- Note the student's responses, attempts and reading behaviours before, during and after reading.
- Collect work samples, e.g. the learner's notebook and keep them in the student's portfolio.

# Traditions Around the World

Level 26 Non-fiction Word count: 1,895 Text type: Informational text Part: 2



**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your students.

**Extending vocabulary:** event, gloomy, holiday, instruments, national, respect

**Learning objectives:** paraphrase to explain meaning, apply word meaning using context, apply the writing process: editing a narrative text

## Getting started with predictions

- Ask students to turn and talk about the text they have read thus far.
- Challenge students to make predictions for the second half of the text and to write their thoughts in a learner's notebook.

## Reading the text

Students read the remainder of the text independently, which is 1,026 words. Explain how rereading a text helps them gain meaning. Read along with students. Encourage them to use their learner's notebook to record questions or points related to the following.

- Encourage students to use strategies while reading to gain information (e.g. rereading, or using contextual cues).
- *Making connections:* Get students to connect text-to-self by asking them to relate a family tradition. Allow them to share how it started.
- *Clarifying:* Students clarify the elements of a tradition, including food, clothing celebrations and more. Which seem to have the most significance?
- *Visualising:* Ask, *Have you ever heard a steel drum band? Do you know how to play lacrosse? How do you greet your friends? Try to imagine doing things the way they're described in the text.*
- *Questioning:* As students read, have them jot down any questions about the terms or unfamiliar names. Challenge them to research some of the details described to answer their questions.
- *Summarising:* Tell students to use the table of contents to summarise the key points of each chapter. Point out how headings can help them remember the main ideas.
- *Inferring:* After reading, ask students questions that require making inferences, such as: *What can you infer about the origin of Calypso music? Why do you think they use steel oil drums as instruments?*
- Walk around as students are reading to check their reading fluency.

Discuss extending vocabulary and focus on terms questioned by students or not supported in the text.

- p. 16: Say, *Look up the meaning of 'instruments'.* (Support or extend discussion.) *Use the context to help you explain which definition of 'instrument' is being used.*
- p. 19: Ask, *What root word do you see inside 'national'?* *Explain the meaning of 'national', using context clues to help you.*
- p. 21: Ask, *What two words are synonyms of 'event' on this page?*

*How would the tone change if the author had used the word 'game' instead?*

- p. 22: Reread the description of 'holidays'. Define 'holiday' in your own words. *Is there more than one way to explain 'holiday'?*
- p. 23: Ask, *Which word helps you understand the meaning of 'gloomy'?* (Support or extend discussion.) *How did the author prove that the festival is not 'gloomy'?*
- pp. 28–29: Ask, *What do you think it means to show 'respect'?* (Support or extend discussion.) *How do people in different cultures show respect to another person? How do you show respect to someone?*

## After reading

Focus on developing reading strategies that support students in gaining meaning. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies help readers to form understandings. Then explain how to restate information in shorter ways, called paraphrasing. As students are introduced to this subject, model for students how to paraphrase and have students work independently through the remaining questions. Then, have students work independently through the remaining questions. Provide additional support during instruction as needed through modelling and providing gradual release towards independence. Finally, provide students with further vocabulary practice.

## Comprehension

- *Questioning:* Say, *Use question stems like who, what and why to determine the most important parts of the text. Answer the questions by restating information you found in the text.*
- *Identifying text features:* Point out the maps and illustrations to students. Say, *These offer information, but the reader must make some inferences. Look at these features and try to explain in your own words what these features tell you.*

## Paraphrase to explain meaning

Model the strategy using p. 17. Say, *When we look for text evidence, we pull quotes directly from the text and keep every word intact. But paraphrasing is a way to show that we understand what the quote means because we restate it in our own words. This way we can demonstrate our deep comprehension. Notice the paragraph about step dancing. There is a lot of information presented. How can I get across the most important parts, in a shorter way? I can look for the most important details, using questions like 'who' (the Irish), 'what' (bright clothing) and 'how' (still bodies, moving feet). When*

I paraphrase, I'll put these together: 'The Irish wear bright clothes when they step dance, which is keeping their bodies still while their feet move'. Use the PW to identify key ideas in the sentences and paraphrase in your own words.

- p. 18: Now you try to paraphrase the paragraph about lacrosse. Ask yourself, who played it? What equipment is involved? Where is it played? Try to weave these answers into one short sentence, such as 'The American Indians first played lacrosse, a game with a stick and a leather ball, that is played around the world today'.

**Practice** the strategy and have students record their thoughts in their learner's notebooks.

- p. 19: Explain in your own words how hockey began. Use information from the fact box to help you, as well as the information in the text. Remember, use your own words, not the exact words from the text.
- p. 21: Pretend someone asked you to explain Bhutan's archery contest. Which information would you choose to include in your paraphrase? Why did you pick those details?
- pp. 22–23: What details are common to both paragraphs on these pages? Paraphrase each paragraph, using similar details to compare the two descriptions of holidays. Include transition words that reinforce the comparison, such as 'just like', or 'on the other hand'.
- pp. 22–27: What are the key points of this chapter? How would you paraphrase what this chapter is about? Which examples would you choose to include and why?
- pp. 28–30: Explain the meaning of 'everyday life', based on the details in the text. How are traditions part of everyday life? Use your own words and examples to explain what this means.
- Encourage students to discuss their ideas with a partner to first explain the meaning of each chapter and then finally work together to paraphrase the whole book. What would they say are the most important parts that contribute to the meaning of the book?
- After practice on paraphrasing to explain meaning, have students turn to a partner and discuss how knowing how to use this skill helps their understanding of the text.

### **Vocabulary strategy: Apply word meaning using context**

Identify and discuss interesting or challenging vocabulary in the text. Talk about how synonyms, or words with similar meanings, often appear next to unknown words to give clues about their meaning. Antonyms, which are words with opposite meanings, also help by reflecting what a word *doesn't* mean. Help students identify root words and show how to use the surrounding descriptions to help understand unknown words. Ask questions that encourage students to explore word meanings further.

- Explain that steel oil drums are one kind of 'instrument' (p. 16). How did the author use descriptions to explain what serves as instruments for the flamenco dancers? Which words helped you know?
- Say, *Ice hockey may be a national sport, but where did it come from* (p. 19)? *What conclusion can you draw about the people and the nation of Canada?*

- Say, *Consider how many teams compete and how long the match lasts, then explain why 'event' was a good word choice for the archery match* (p. 21).
- Ask, *What are some characteristics of a holiday* (p. 22), *according to the text? Which of these characteristics are part of holidays you celebrate?*
- Point out a detail about Day of the Dead. Then ask, *What clues help you know how Day of the Dead is celebrated* (p. 23)? *What is an antonym for 'gloomy' that might describe the celebration?*
- On p. 28, reread the text describing how people show respect. Then ask students, *What are some of the actions mentioned? Based on these actions, explain 'respect' in your own words.*
- Say, *Find the italicised words in the text and try to define them by context before using the glossary. Then, go to the glossary and see how close your definition was to the one offered in the glossary. What strategies did you use to determine the meanings?*

### **Writing: Editing a narrative**

Students edit the *pourquoi* tale they've been working on.

- Now you can perfect your *pourquoi* tale. Work with a partner and develop an editing checklist. It should include punctuation and spelling. It should also include using speech marks appropriately and formatting your paragraphs. Use proofreader's marks to show where to make changes or where to insert changes in the text. Then, use the edits and start your final draft, making sure to cross off every mark as you make the change.

### ► **English Language Learners**

- Focus attention on the audience by pointing out the tone of the piece. A conversational tone, with casual expressions and even jokes, is appropriate for an audience of peers. Who is the audience in this piece? Identify the academic language, such as 'Today's sport of lacrosse dates back to American Indians in the 1600s'. How would students restate this in their own, more conversational words? Assign partners sentences from the text and have them restate the sentences in either a more casual or more formal way. Ask, *How did the language change the tone of the piece?*

### ► **Assessment**

- Check work samples and responses from the PW.
- Choose 1–3 students and collect responses, attempts and reading behaviours during reading.
- Complete the Running Record.
- Record students' questions and save them for research activities later on.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Paraphrase chart

Read the sentence(s) from the text in the first column.

- Identify key details in the sentence, underlining the question stems that help you.
- Paraphrase the sentence by using the details that portray the most meaning.

Sentences from Text	Question Stems	Paraphrase in Your Own Words
<i>Tagine</i> is a North African dish made from meat, fish or vegetables. It is cooked very slowly over a fire in a big clay pot.	Who    What Where    How When    Why	
In Russia the school year begins on 1 September. Since 1984 this has been called Knowledge Day. Children dress up in their best clothes and arrive carrying bunches of flowers.	Who    What Where    How When    Why	
Female flamenco dancers usually wear red, white or black dresses. They tap out the beat with their heels and hands.	Who    What Where    How When    Why	
The first football match in Brazil took place in 1894. Today football is Brazil's national sport.	Who    What Where    How When    Why	
In Sweden the start of the Christmas season is marked by St Lucia's Day. This day celebrates Saint Lucia, a girl who brought food to those in need. One girl is chosen as Lucia. She wears a red sash and a crown of candles on her head.	Who    What Where    How When    Why	

Look at how you paraphrased each chapter. Now, try to paraphrase the meaning of this book in your own words. Try to do so in less than three sentences.

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### Main teaching focus

*Comprehension:* Paraphrase to explain meaning

### Other teaching focus

*Comprehension:* Identifying author's message

### Teacher's note

Teachers will model the strategy by highlighting the key details that help determine how to restate the sentence and best represent the meaning of the sentence.

# The First Explorers in Space

Level 26 Non-fiction Word count: 1,182 Text type: Biography, adventure Part: 1



- Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your students.
- Extending vocabulary:** explore, hero, parachute, planets, sidebar, spacecraft, survive, timeline, train
- Programme links:** *The First Explorers in Space* E-Book
- Curriculum links:** biography, science and technology, space science
- Text summary:** Do you know who the first woman in space was? Did you know a dog went into space before a person ever did? Find out about the explorers who dared to go beyond our planet.
- Learning objectives:** summarise, identify sidebars, determine word meaning using prefixes and suffixes, apply the writing process: planning a narrative

## Getting started with predictions

- Explain that space travel is relatively new and that very few people have travelled there. Ask students what it is like in space and why it is difficult to go there.
- Give each student a copy of the book and discuss the title, cover photos and back cover copy. Ask students to predict what type of text this is and how they know (e.g., fiction vs. non-fiction; realistic fiction vs. fantasy). Explain that this book is a biography, in that it provides information about a person or people's lives. Ask students the subject(s) of this biography. Say, *Note the details on the cover and watch for connections to the text as you read.*

## Reading the text

Students read the text independently to p. 15, which is 461 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As students read the text, read along with them. Encourage them to use their learner's notebook to record questions they might have or points related to the following.

- Encourage students to use strategies while reading to gain information (e.g. rereading, reading on, using contextual cues and knowledge of content).
- **Making connections:** Point out the connections between the pictures and the details in the text. How do the text features help them understand the text?
- **Clarifying:** Captions can help clarify the information in the picture. Make sure you study the pictures, then read the captions to clarify what you see.
- **Visualising:** Get students to imagine how it felt to float without gravity, or to fall from space with a parachute. Use real life similar examples to describe how it might feel.
- **Questioning:** As students read, encourage them to write down a question that would require further research. Later, have them swap questions with partners and find the answers together.
- **Summarising:** Show students how a timeline can help summarise events from history. Ask students to start a timeline using the information from the text.

- **Inferring:** Encourage students to discuss inferences they made based on clues in the text, such as: *In the year 1961, Yuri had to find a phone to say where he had landed. How would you tell someone your location today? What was different for Yuri?*
- Walk around as students are reading to check their reading fluency.

Discuss expanding vocabulary, as necessary, to help students build background knowledge. Also focus on terms questioned by students or not supported in the text.

- p. 4: Say, *Describe what you know about the word 'explore'.* (Support and extend discussion.)
- p. 6: Say, *Describe a 'planet'. How is it different from a moon or a star? How is it similar?*
- p. 11: Say, *The word 'spacecraft' is a compound word – two words put together. Explain each part, then define 'spacecraft'.* (Support and extend discussion.)
- p. 11: Say, *Reread the text to see how a 'parachute' works. Draw a model, labelling each part. Explain your drawings to a partner.*
- p. 14: Ask, *Define 'hero'. Find evidence that Valentina was a hero. Who else could be called a hero?*
- p. 15: Say, *To 'survive' means to live, usually under hard conditions. Think about a rocket launch. Why would it be hard to survive a launch? Think about some of the ways the dog was protected to help you answer.*

## After reading

Focus on developing reading strategies that support students in gaining meaning. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Then explain how looking for key details will help readers simplify the information into a summary that sums up what the text is about in fewer words. As students are introduced to this strategy, model for students how to use key details, graphic organisers and text features to help them summarise. Then, students work independently through the remaining questions. Provide additional support during instruction as needed through modelling and providing gradual release towards independence. Finally, provide students with further vocabulary practice.

## Comprehension

- **Questioning:** Finding the key details will help you summarise. Quiz a partner with questions about the text, starting with *who, what, where, when or why*. Take turns, finding at least two answers per chapter. Write down the details you think are most important.
- **Text feature:** Pictures, captions and sidebars give more details that help us order the events. On page 6 is a computer-generated picture of Sputnik; on page 13 is Vostok 6, taken six years later. The pictures help show how the technology changed over time.

## Summarising

**Model** the strategy using p. 4. Say, *Strategies help us solve problems we encounter when we are trying to read, write and learn. We've already discussed using text evidence and today we'll learn about summarising, or retelling in fewer words. Start by identifying the most important points, then link them together with transition words that show sequence or order of importance. Text features like headings, captions and pictures can help. I'll start by summarising the first chapter. For example, the italicised words tell two important things about space – there is less oxygen and less gravity. The picture clarifies where Earth's atmosphere stops. These are two important facts about space that I want to remember. Name the chapter in the first column of the chart on your PW. In the second column, write a fact about the atmosphere. Then, when I am ready to summarise in the third column, I will remember to add that fact.*

**Practice** the strategy and have students record their thoughts on their PW:

- p. 6: Dates are good facts to remember. In 1957, the Russians sent Sputnik into space. I'll add that as one important fact in the second column of my PW chart. What other date could you add? Why? Share with a partner.
- p. 6: I also want to record what happened. In that same column, I'll write, 'Sputnik stayed in space for three months'. Look at the second date you chose. Write one or two things that happened. What did your partner write?
- p. 11: Which events would you add from the next pages? Choose from the following: Two parachutes helped Yuri land; Valentina Tereshkova was skilled at jumping out of planes using a parachute; Valentina orbited Earth 48 times. Share and compare with a partner.
- p. 15: A sidebar gives a fun fact or additional detail, that might not be the most important part of the text, but which adds some extra interesting information. What extra information does this sidebar add? Do you think it's important enough to add to your PW Chart? Why or why not? See what a partner thinks.
- In the third column, draft a summary of each chapter you have read so far. Use the facts you added to the Summary Chart. Share your summary with a partner.

## Vocabulary strategy: Prefixes and suffixes

Identify and discuss interesting or challenging vocabulary in the text. Talk about how prefixes and suffixes can change the meaning or form of a word. This can be helpful when we recognise a part of the word, but not all of it. If you can break a word apart, you just might figure out what it means. Encourage students to look for words with prefixes and suffixes and try to define them by breaking them apart. Use a dictionary as needed. Ask questions that encourage students to further explore word meanings.

- The word 'explorer' has the suffix *-er*, which means, 'one who' (p. 4). State the definition of 'explorer' and describe what it means to explore.
- Say, The word 'parachute' (p. 11) contains the prefix *para-*, which means 'alongside' and the suffix *-chute*, which means 'move quickly down a steep incline'. Use these definitions to explain what a 'parachute' does.
- The text says Valentina 'trained' before she could travel. The word 'train' means, to learn and practise. How did the suffix *-ed* change the form of the word? How long did Valentina train? What was she already good at?
- The suffix *-ed* signifies that something happened in the past; the suffix *-ing* shows something that is currently happening. Find two examples of words that end in *-ed* and two that end in *-ing*. Explain why the author used different tenses in the text.

## Writing: Planning a narrative

Students plan a narrative.

Imagine you were one of the first space explorers. Plan a letter from space to your family back on Earth. Brainstorm what you would want your family to know about your training, what it feels like to be in space, what you see, what you eat and how you plan to get home. Use a graphic organiser like a bubble-map or use *who-what-where-when-why* questions to plan the things you want to include in your letter. Just for fun, describe how you will deliver the letter to your home back on Earth!

## ► English Language Learners

- Provide additional support regarding the past tense of verbs. For many verbs, like 'orbit', or 'launch', adding the suffix *-ed* tells that the action occurred in the past. Other verbs change their spelling altogether, such as 'went', 'fell', or 'flew'. Write irregular verbs on cards, then hole-punch the cards and store them on rings for students to use as a resource.

## ► Assessment

- Note the student's responses, attempts and reading behaviours before, during and after reading.
- Collect work samples, e.g. the PW Summary Chart and keep them in the student's portfolio.

# The First Explorers in Space



Level 26 Non-fiction Word count: 1,182 Text type: Biography, adventure Part: 2

**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your students.

**Extending vocabulary:** history, mission, science, surface

**Learning objectives:** compare and contrast, determine word meaning using prefixes and suffixes, applying the writing process: drafting

## Getting started with predictions

- Get students to turn and talk about the text they have read thus far.
- Challenge students to make predictions for the second half of the text and to write their thoughts in a learner's notebook.

## Reading the text

Students read the remainder of the text independently, which is 721 words. Explain how rereading text helps them gain meaning. Read along with students. Encourage them to use their learner's notebook to record questions or points related to the following.

- Encourage students to use strategies while reading to gain information (e.g. rereading, or using contextual cues).
- *Making connections:* Connect the facts about space travel to stories you've read or movies you may have seen. How are the movies different from real life? How are they similar?
- *Clarifying:* Have students turn to the glossary in the back and explain that the glossary helps clarify the meanings of unfamiliar terms that are necessary to understand the text.
- *Visualising:* It's difficult to visualise something when we have no personal experience with it, like space travel. Details and descriptive sensory words that we can relate to, such as 'backpacks' and 'oxygen tanks', help us to visualise.
- *Questioning:* After reading, see if any questions from the first half have been answered in the second half. Use the text first to research answers, then consider using the Internet to find more information.
- *Summarising:* Have students continue to add dates and events to their Summary Charts and summarise the text at the end. Challenge them to use three glossary words in their summaries.
- *Inferring:* Discuss inferences based on clues in the text, such as: *Why do you think the US wanted to put a man on the moon (p. 16)? Why was it important to NASA to do more than just fly in space?*
- Walk around as students are reading to check their reading fluency.

Discuss academic vocabulary and focus on terms questioned by students or not supported in the text.

- p. 18: Say, *Reread the text, then describe 'surface' in your own words. (Support or extend discussion.) What is a synonym for the word 'surface'?*
- p. 26: Ask, *The word 'history' usually means the past. Explain how it is used in this context: Guy's flight was 'a first for the history*

*books'.* (Support or extend discussion.) *Talk to a partner before sharing out.*

- p. 26: Say, *Think about the explorers and astronauts who ventured out into space. Then, try to explain the word 'mission' to a partner. How have you heard that word used before? Do you think it means the same thing here? Why or why not?*
- The word 'timeline' is not in the text, but explain that it is a way to keep track of events. Say, *A timeline is like a measuring stick with marks that show how close or far apart events are to each other in time.*

## After reading

Focus on developing reading strategies that support students in gaining meaning. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Then explain how comparing and contrasting can help us see relationships. Seeing similarities and differences means paying close attention to specific details, offering a deeper understanding. As students are introduced to this strategy, model how to use graphic organisers to make side-by-side comparisons. Then, have students work independently through the remaining questions. Provide additional support during instruction as needed through modelling and providing gradual release towards independence. Finally, provide students with further vocabulary practice.

## Comprehension

- *Clarifying:* Say, *Clarify information by focusing on one point of comparison, such as 'first trip to space'. Highlight all the details about each example, such as Russia sent the first spacecraft, the first man, dog and woman into space; the US sent the first men to the Moon. Compare the details. How are they alike and how are they different?*
- *Questioning:* Say, *I write down things that confuse me or where I need more information. For example, 'How did the astronauts get back from the Moon? Is the sign still there?' Looking for the answers takes me deeper into the text and increases my understanding.*

## Compare and Contrast

**Model** the strategy using p. 4. Say, *We've practiced summarising using a graphic organiser to keep track of details. Today we'll compare and contrast information to see how it is alike and how it's different. Asking questions helps me hunt for these answers. For example, compare Sally Ride and Guy Bluford. What do they have*



in common? They were both a 'first' – the first woman and the first African American. But I have questions: When did they join NASA? Did they have similar training? Did they do similar jobs? Finding the answers in the text will help me see some of the ways they were the same and ways they were different.

**Practise** the strategy and have students record their thoughts on graphic organisers in their learner's notebooks.

- p. 16: Compare NASA's space programme to Russia's space programme. In your learner's notebook, draw a Venn diagram. Label one side Russia and the other side NASA. Think about dates – who was in space first? Russia launched Sputnik in 1957 and NASA started working on space travel in 1958. Why were these dates so close? I think NASA wanted to compete with Russia to get into space.
- p. 17: Now you try it – according to the text, how many space trips did Russia do in the next five years? How many did NASA do? Why was it so important to win the space race?
- p. 18: How has space travel changed over time? Use the pictures and the text to describe the Apollo 11, including the shape, the parts and other details. Then examine the same details on Challenger (p. 22). What changed over time?
- p. 28: In your learner's notebook compare the purpose of early space missions with the purpose of spacelabs. What were the astronauts' jobs?
- p. 31: Compare past and future. Use the text and summarise the history of space travel, then explain what the future might hold. With a partner, create a vision for the future of space travel. How is it the same as the missions we've already accomplished? How will it be different?
- Have students discuss with a partner which details they chose to compare. How did the graphic organisers help them connect the comparisons?

### **Vocabulary strategy: Prefixes and suffixes**

Identify and discuss interesting or challenging vocabulary in the text. Talk about how prefixes and suffixes change the form of a word, or change its meaning. Introduce common prefixes, such as con-, de-, or bi- and common suffixes, such as -ed, -ing and -tion. Practice with some common words and have students notice patterns in the ways the meanings change. Ask questions that encourage students to explore word meanings further.

- Discuss the word 'surface' (p. 18). Is there a word inside this word that they recognize? Say, *If sur- means 'on', explain the meaning of this word? Can you think of a prefix that means 'below?' (sub).*
- Add suffixes to the word 'science' (p. 25) to describe someone who studies science and to describe the methods of science. Can you find these words in the text?

- Say, *History is the study of past events; change 'history' using the prefix pre- (before) and the suffix -ic (becomes an adjective): 'prehistoric'. What do you think this means? Use the definitions of the prefix and suffix in your explanation.*
- Say, *List other words that have the same root as 'mission', such as 'permission' or 'dismiss'. Underline the root and work with a partner to try to define the root word. What do these words have in common? Then, explain the meaning of each of the words on your list.*
- *Make a list of all the words with prefixes and suffixes. Sort the words into categories. What patterns do you notice about the words with prefixes? What do you notice about the words with suffixes?*

### **Writing: Drafting a narrative**

Students draft a narrative.

- Remind students of the letter they were planning from the last lesson. Use the brainstorm to draft an actual letter home from space, or from space training. Start with a greeting and include the date. Tell a story about what your day-to-day life is like and when you might next see each other. End the letter with an appropriate closing.

### **► English Language Learners**

- Focus on sentence structures when comparing and contrasting. Be explicit about using synonyms for 'similar', like 'alike', 'same as', 'reminds me of' and for 'different', such as 'unlike', 'greater than', 'better', or 'worse'. Use sentence frames or cloze sentences to help with sentence structures that include the appropriate comparison words. Gradually remove the cloze sentences, but keep the comparison words visible on a word wall.

### **► Assessment**

- Check work samples and responses from their learner's notebooks.
- Choose 1-3 students and collect responses, attempts and reading behaviours during reading.
- Complete the Running Record (page 348).
- Record students' questions and save them for research activities later on.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Summary chart

Fill in the chart.

- Write the name of the chapter in the first column.
- Add facts you think are important in the second column.
- After you have chosen the key details, write a brief summary in the third column.

Chapter	Important facts or details	Summary

Draft a summary of the book on the lines below. Choose the most important details from each chapter to include in your draft.

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**Main teaching focus**  
Comprehension: Summarising

**Other teaching focus**  
Comprehension: Identifying important details

**Teacher's note**  
Children identify important details from a chapter by writing them in one column and then use them to write a chapter summary.

# Continents of the World



Level 26 Non-fiction Word count: 1,262 Text type: informational

**Extending vocabulary:** billion, country, island, million, population, temperature, weather

**Program link:** *Too Cold for Football* (fiction)

**Curriculum links:** animals, earth science, geography, social studies

**Text summary:** Each of the world's seven continents is described. Readers learn about a continent's largest country, its population, cities, land features, climate and animals.

## Getting started

- Talk about continents. Ask, *What is a continent? How many continents are there on Earth? What are the names of the continents?* Ask children to share what they know about continents. Have children look at a world map and identify the continents.

## Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or non-fiction text?* Discuss how the title and cover pictures help us make predictions.
- Ask children to share their prior knowledge. Ask, *What do you know about continents? Where are the different continents? Do you know any facts about the continents?*
- Ask children to make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text? What knowledge of the world do you have that links with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *Where do people on Earth live? Where are the seven continents? What are the names of the seven continents? How might the continents be alike and different?*

pages 6–7: Ask, *Why do you think Asia has the most land and the most people? Which country has the biggest population? Which other countries are part of Asia?*

pages 8–9: Ask, *What type of climates might there be on Asia? Why would there be some places that are cold and frozen and other places that are hot and dry? What type of beautiful places can you see in Asia? Do you know any interesting animals that live in Asia?*

pages 10–11: Ask, *How do Europe and Asia touch each other? Why are Russia and Turkey part of Europe and Asia? Why are so many countries in Europe near water? Are there any countries in Europe that are islands?*

pages 12–13: Ask, *What do you think the climate is like in different parts of Europe? Does Europe have many lakes and rivers? Does the continent have large mountain ranges? What types of wildlife might you expect to see in Europe?*

pages 14–15: Ask, *Which is the largest country on Africa?*

*Which country has the largest population? Are any islands part of Africa? Where would you find the Nile, the world's longest river?*

pages 16–17: Ask, *What would you expect during the wet and dry seasons? What type of environments can you see on Africa? Where can you find the Sahara? What large animals live in Africa?*

pages 18–19: Ask, *What is the largest country on North America? Which city has the largest population? Where is Greenland, the world's largest island? Where can you find Central America?*

pages 20–21: Ask, *Why do you think there would be freezing temperatures and hot deserts in North America? Are there mountain ranges and flat areas in North America? What animals do you know of that live in North America?*

pages 22–23: Ask, *Which county in South America has the largest area and has the biggest population? Are there any islands that belong to South America?*

pages 24–25: Ask, *Why might South America be very warm and humid? Do you think you would see mountains, hills, and high flat areas in South America? What animals might you see in the rainforests in South America?*

pages 26–27: Ask, *What is the smallest continent? What is the largest city in Australia? What island is part of Australia?*

pages 28–29: Ask, *Why might hot air and droughts cause fires in Australia? What type of environments are there in Australia? What interesting wildlife live in Australia?*

pages 30–31: Ask, *Where is the continent of Antarctica? What is the weather like there? Why do you think there are no countries on Antarctica? Why do people go to Antarctica?*

page 32: Ask, *What could we use the glossary for? What could we use the index for?*

## Reading the text

- **Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Have children read the text independently (chapter, page, or paragraph). Discuss that sometimes it is necessary to reread several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, sounding out, using contextual cues, and knowledge of content).

- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking, and comparing data and information.
- *Clarifying*: Ask children to identify words, phrases, or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise, and using tools such as a dictionary.
- *Visualizing*: Discuss visualizing with children and ask them to ‘paint a picture’ as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- *Questioning*: After reading the text (chapter, page, or paragraph), have children ask and answer questions related to the text they have read.
- *Summarizing*: Ask children to retell and summarize what they have read. Ask, *What were the main ideas in the text?*
- Ask inferential questions such as: *Why is the weather on some continents warmer than on other continents? Why would you find different types of animals on different continents? Which continent do you think is the most interesting? Why?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualizing, making connections, clarifying, questioning, summarizing, and inferring. Talk about how developing and using strategies help readers to form understandings.

Choose from the following activities.

### Comprehension

- *Answering questions*: Have children recall facts about continents. Have children think about the environment, animals, and climate of the continents. Write a multiple choice question and answers on the board and discuss strategies for working out the correct answer, such as eliminating incorrect answers or referring to the text. Have children complete **PW 170**.
- *Recall*: Have children recall the names of the seven continents. Look at a world map and have children identify the continents on the map. Encourage them to refer to the pictures of the continents in the text if necessary. Ask children to recall interesting facts about each of the continents. Have children complete **PW 171**.

### Phonological awareness:

- Find ‘mountain’ and discuss the ‘ain’ ending. Have children brainstorm and record other words that contain ‘ain.’

### Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words.
- Discuss ‘country’ and how it refers to a large area of land with its own people that live under the same laws and government. Have children list the countries they know. Find ‘island’ and discuss how it refers to a piece of land with

water all around it. Have children identify islands on a map. Ask, *How do you know that is an island?*

- Discuss ‘population’ and how the population of a place is the number of people who live there. Ask, *Do you know the population of our country?*
- Discuss ‘temperature’ and how it refers to how hot or cold something or someplace is. Have children describe what the temperature is outside.
- Talk about ‘weather’ and how it refers to conditions outside at a particular place and time, for example the weather may be sunny, rainy, or windy.

### Combining vocabulary for better understanding

- Discuss interesting phrases in the text. Talk about how readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the sentence ‘The world’s largest island is part of North America.’ Ask, *Where is the world’s largest island? What is part of North America?*
- Discuss the sentence ‘They keep their babies in a small flap on the front of their bodies called a pouch.’ Ask, *Where is the small flap? What is it used for? What is the small flap called?*

### Text conventions

- *Text emphasis/italic font*: Talk about how some words in the text are shown in italics. Discuss how readers can find the meaning of these words in the glossary on page 32.
- *Titles*: Have children identify the chapter titles. Discuss how the titles are important to read because they help us understand what will be on each page.

### Writing

- Have children discuss their favourite continent or the one they would most like to visit. Have children create a travel brochure for their favourite continent. Encourage them to persuade the readers of their text to visit that continent by describing the environment, landscapes, climate, and interesting sights to see. Children can use the template on **PW 172**.

### ► English Language Learners

Have children compare and contrast continents. Ask children to select two continents and describe how they are similar and different. Have children think about the population, environment, climate, and animals of the continents. Encourage children to record their thinking in a Venn diagram.

### ► Assessment

- PWs 170, 171 and 172 completed
- Note the child’s responses, attempts, and reading behaviours before, during, and after reading
- Collect work samples, e.g. PW 170 could be kept in the child’s portfolio
- Complete Running Record

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Multiple choice questions

- Read each question and the three possible answers.
- Circle the correct answer.

1. Which is the largest continent on Earth?
  - a) Europe
  - b) Asia
  - c) Russia
2. If you wanted to see jaguars, green anacondas, and capybaras in the wild, which continent would you visit?
  - a) Australia
  - b) North America
  - c) South America
3. What do the continents North America, South America, and Australia have in common?
  - a) They all have areas that are hot deserts.
  - b) They do not have any animals that live in the mountain areas.
  - c) They all have a population larger than 30 million people.
4. Which of these statements is NOT true?
  - a) In Australia, the city of Sydney has the largest population.
  - b) Australia is an island, a continent, and a country.
  - c) In Australia you can see interesting wildlife such as kangaroos, wombats, and sloths.
5. The world's largest island is part of which continent?
  - a) North America
  - b) Australia
  - c) South America
6. Which statement is true?
  - a) All continents have deserts, rainforests, and interesting wildlife.
  - b) There are the same number of countries on each continent.
  - c) Each continent covers a large area of land.

**Main teaching focus**

*Comprehension:* Answering literal and inferential comprehension questions about a text

**Other teaching focus**

*Comprehension:* Recalling information from the text; eliminating incorrect information

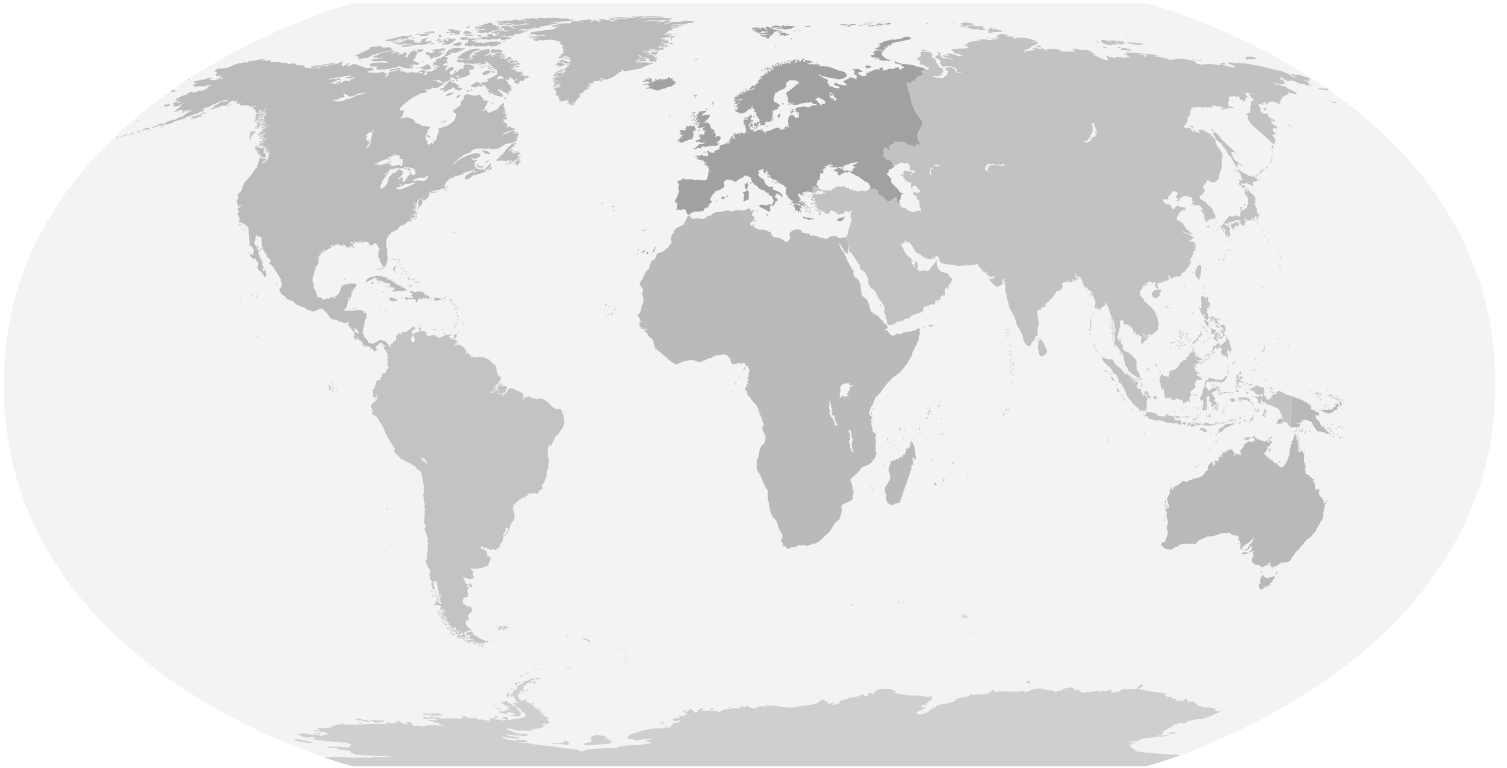
**Teacher's note**

Children read and answer the multiple-choice questions by identifying and circling the correct answer.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Continent facts

- Color each continent on the map a different color.
- Label each continent. Write two interesting facts about four of them.



Name of continent: \_\_\_\_\_

Facts: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of continent: \_\_\_\_\_

Facts: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of continent: \_\_\_\_\_

Facts: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of continent: \_\_\_\_\_

Facts: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Main teaching focus**

*Comprehension:* Recalling information from the text

**Other teaching focus**

*Comprehension:* Comparing and contrasting

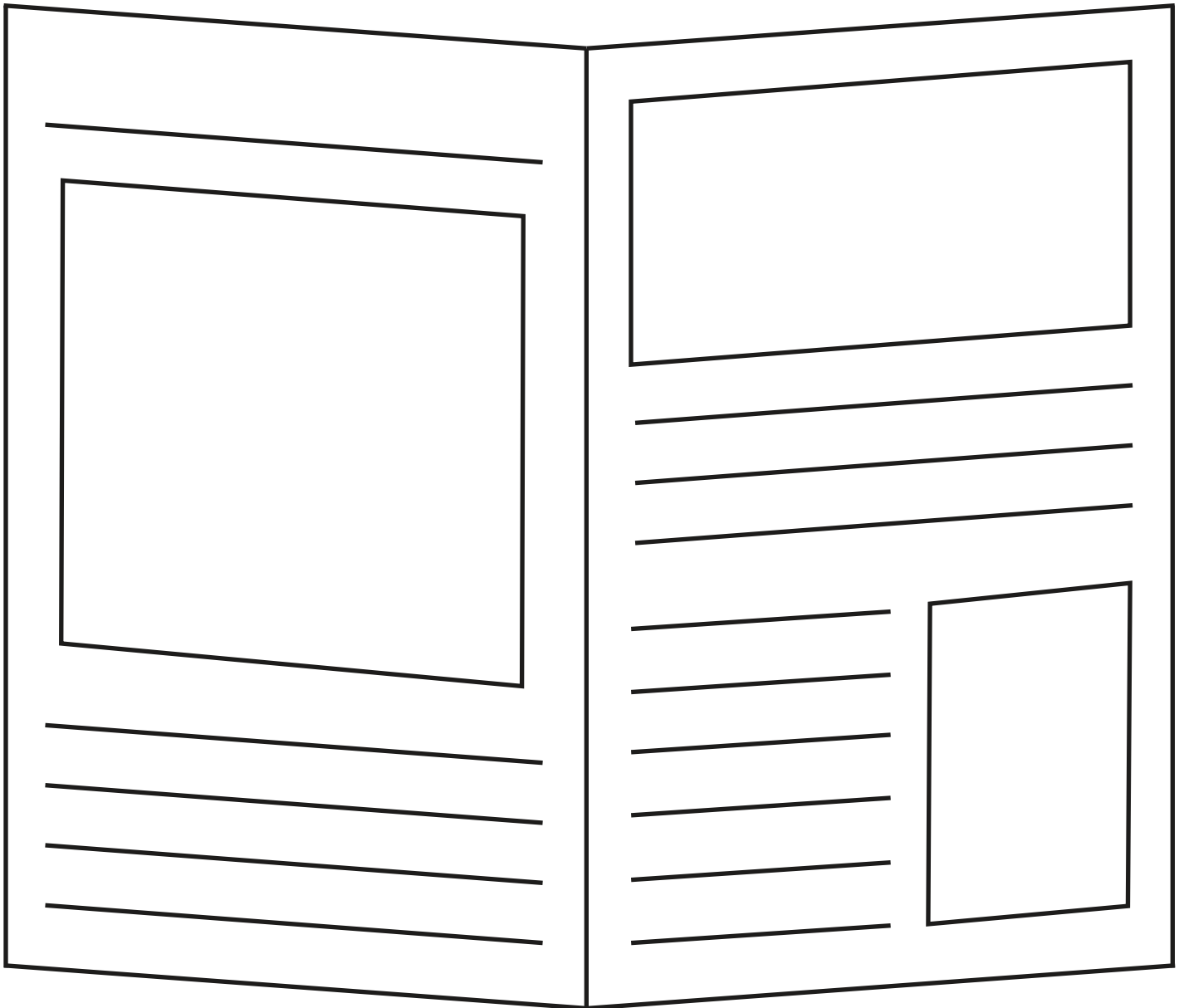
**Teacher's note**

Children color each continent on the map a different color. Then they record the names of the continents and two interesting facts about four of them.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Travel brochure

- Choose one of the continents and create a travel brochure to encourage people to visit there.
- Write about the environment, climate, and animals that people might see.
- Include a heading, pictures, and a map on the brochure.

**Main teaching focus**

Writing: Composing a persuasive and informative text – a travel brochure

**Other teaching focus**

Comprehension: Recalling information from the text

**Teacher's note**

Children choose one of the continents and create a travel brochure to persuade others to visit there. They can write about the continent's environment, climate, interesting sights, and animals. Children should also include a title, pictures, and a map of the continent.

# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Rico to the Rescue*

Level: 21

Running words: 177

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Rico watched as five fluffy ducklings waddled behind their mother. "Look at those ducklings," Rico said to Mum. "They're so tiny." "Yes," answered Mum. "They're only a few days old." The next day, when Rico went to check the ducklings, they were still				
6	there under their mother's wing. But on the third day, when Rico went to check, he couldn't see any ducks at all! Where were Mother				
7	Duck and her ducklings?				
8	Suddenly, Rico heard the soft cheeping of the ducklings. The sound was coming from under the bushes.				
	Mum opened the pool gate and Rico ran over to the bushes. As he pushed some leaves away, he saw five frightened ducklings cuddled up together. "I can't see their mother anywhere," Rico said to Mum. So together they looked around the pool.				
10	They looked under every bush and in the flowers. But they couldn't find Mother Duck anywhere. "Oh, dear!" said Mum. "I think something must have happened to Mother Duck." Rico's eyes filled with tears. "We've got to do something to help the ducklings," he said.				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Strawberry Storm*

Level: 21

Running words: 190

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	It was Strawberry Saturday – the day in spring when Misa and Dad planted strawberries. They worked together in the garden all morning. Dad dug over the rich, brown dirt until it was soft and crumbly. Misa made small holes with her spade and carefully planted the strawberry plants. Next, she watered each new plant. Finally, she and Dad spread straw around the plants like a cosy blanket.				
6	“I think that’s a job well done,” said Dad, as they put the tools away in the shed. “I can’t wait to eat the strawberries,” said Misa. “That won’t be for another ten weeks at least,” laughed Dad. “How about a ham sandwich, instead?”				
7	Just then, Misa heard some thunder. It made a rumbling sound. She looked up at the sky. “Dad!” she said. “Look at the clouds. They’re so big ...				
8	and green!” “Uh-oh!” said Dad. “There’s a storm on the way. A green sky can mean it’s going to hail, too.” “But what about the strawberry plants?” asked Misa. “Will they be okay?” Dad shook his head. “A hail storm is very bad for strawberry plants. They’ll be cut to shreds.”				
<b>Totals</b>					

# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *The Tortoise and the Birds*

Level: 21

Running words: 219

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	A long time ago when earth was new, odd people lived above the clouds. The animals on earth knew about these "cloud people", but only the birds had ever met them. These cloud people were good and kind.				
6	For many years the earth was brown and dry from lack of rain. Plants did not grow and the animals were hungry. So the cloud people said they would help. "All the animals with wings can come to our home," the cloud people said. "They can fly up to us and we will feed them. We have plenty of good food to share."				
8	The birds were very happy about this news. They all met on a large rock to talk about the visit. Two tortoises lived in a hole under the rock. The wife was away looking for food, but her husband was at home. He listened to the birds as they talked. As the birds chatted about all the food they were going to eat, the tortoise stuck out his head. "Please take me with you," he said. "I am so, so hungry."				
11	The birds felt sorry for the tortoise. They each gave him a colourful feather. Then they tied the feathers to his feet so he could fly. The birds laughed at the tortoise because he looked so funny.				
<b>Totals</b>					

# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Buddy and the Lobster Boat*

Level: 21

Running words: 196

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Grace loved having a dad who was a fisherman. He used his boat to get lobsters from the sea. On the weekends, Dad often took Grace out on the lobster boat. They would check the traps for lobsters. The traps had bits of chicken in them and the lobsters often went into the traps to eat the chicken. One morning Grace and Dad were about to set off on the lobster boat, when they heard a loud bark. Grace's dog, Buddy, stood on the beach wagging his tail.				
6	"Buddy must have followed us," said Grace. "Can he come, too?" "No, I think you should take him back to the house," said Dad. "Oh, please, Dad," asked Grace. "Can we bring Buddy? I'll take care of him."				
7	Buddy jumped around happily. Dad nodded. "All right," he smiled. "Just this once." Grace grinned as Buddy jumped into her arms.				
9	Dad started the boat and it moved away from the jetty. The first two traps Dad pulled up were empty. "I really hope we've caught some lobsters in the other traps," said Dad. Then Dad stopped the boat by the third trap. "Look!" said Grace. "You've caught one, Dad!"				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Too Cold in the Desert*

EIL: 21 GRL: L

Running words: 132

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>It was a sunny afternoon and there were just a few clouds in the desert sky.</p> <p>Ruby opened her eyes.</p> <p>She peeped out from between the rocks.</p> <p>She had slept all winter but spring was finally here. It was time to come out.</p> <p>Ruby moved slowly across the sandy ground.</p> <p>Even though it was spring, the last few days had been very cold.</p> <p>Ruby knew it was time to wake up, but she was so cold.</p> <p>She thought about going back to her home in the rocks, but she kept going.</p>				
6	<p>Ruby moved toward some bushes.</p> <p>She saw a large rock.</p> <p>Maybe she could stop here for a while.</p> <p>It looked like a good place to rest and warm up.</p> <p>Ruby was about to slide under the rock when suddenly it moved!</p>				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Animal Rescue Shelter*

Level: 21

Running words: 202

Page no.		E	SC	Errors MSV	Self-corrections MSV
5	Dear Aunt Pam, I have something special to tell you. Mum and I have become helpers at the <i>Animal Rescue Shelter</i> . The shelter is only a ten-minute walk from our house. At the shelter they have many different animals. They have dogs, cats, rabbits, ducks and chickens.				
6	Most of the animals come to the shelter because they're lost or they're not wanted anymore. Some of the animals were found walking around the streets. They were hungry and frightened.				
8	Mrs Rosso, who runs the shelter, is a really kind woman. She takes care of all the animals as if they were her own. She <i>grooms</i> the dogs with a <i>brush</i> and cleans out the animal pens. She tries to take each dog for a walk every day. It's very hard for Mrs Rosso to take care of all the animals by herself. That's why Mum and I wanted to help her.				
10	We help at the shelter every Saturday. There are lots of other helpers, too. Most of the helpers are older people, but there are teenagers who help out as well. All the helpers are very kind to the animals.				
12	Because I'm only eight, I'm not allowed to groom or feed the animals.				
<b>Totals</b>					

# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Weather Watch*

Level: 21

Running words: 182

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	The weather is different every day. Before we plan our day, we often check the weather first. If it is cold and wet, we might stay inside and play a game. If it is sunny with a blue sky, we might play outside with our friends.				
5	When we talk about the weather, what we are really talking about is the <i>air, sunshine, clouds, rain</i> and <i>wind</i> .				
6	Lots of places in the world have four seasons: summer, autumn, winter and spring. Summer is often hot and sunny. In summer people spend lots of time outside.				
7	Autumn means that cooler weather is coming. The leaves on some of the trees turn yellow, red and brown and begin to drop off.				
8	Winter is often cold and rainy, with frost and fog. In some places it may snow. Lots of trees lose their leaves during winter.				
9	Spring is when the weather becomes warmer. The leaves on the trees grow back and the flowers come out. Lots of baby animals are born, too.				
10	Sunshine comes from the sun – it gives us light and keeps us warm.				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *The Amazing Continent of Africa*

Level: 21

Running words: 207

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	The world is made up of seven <i>continents</i> . Africa is the second largest of them. Africa has 54 <i>countries</i> . Each country has its own special way of life. This makes Africa one of the most amazing places in the world to live or visit.				
7	Africa can be a very hot continent. In the north, Africa is hot and dry. The world's largest <i>desert</i> is there. This dry, sandy place is called the Sahara. It covers parts of 11 different countries in Africa. Some places in the Sahara Desert are so hot nothing grows there.				
8	In the middle of Africa, it is hot and wet. A made-up line called the <i>equator</i> runs across the middle of Africa. The equator goes all around the middle of <i>earth</i> . Places near the equator get a lot of sun. These places are always hot and wet.				
9	In the south, Africa is a mix of hot and dry and wet and cool.				
10	There are up to 3,000 groups of people in Africa. Each group of people has its own way of life, clothing and food. This is because the land and weather are different where each group lives.				
12	Some people in Africa live in large cities. They work in schools, banks and shops.				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Working Animals*

Level: 21

Running words: 202

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	There are many different animals in the world. Some are large and others are small. Animals can move in many ways and live almost anywhere. All animals are special in their own way.				
6	Animals can be kept as pets, but they can also work. When animals work they need to be trained by people. It can take months and sometimes even years to train them to do a job. Animals that do special jobs are called working animals. There are many different jobs they can do to help people. Working animals can move and carry. They can push, pull and find things or people. Some of them can even work in films!				
8	Animals can be used to move or transport people. Horses can move people from one place to another. A person can ride a horse or a horse can be used to pull a carriage or cart. In very cold places where there is a lot of snow, dogs called huskies pull people on sledges.				
10	Donkeys, camels and elephants work as draught animals. A draught animal moves heavy things or loads. The animals need to be very strong. They have to work in places such as the desert, jungle or mountains.				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Reptiles*

EIL 21 GRL: L

Running words: 121

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>What Is a Reptile?</p> <p>What can lay an egg, but isn't a bird?</p> <p>A reptile!</p> <p>Reptiles are a big group of animals.</p> <p>Snakes, lizards and turtles are reptiles.</p> <p>So are tortoises, crocodiles and alligators.</p> <p>Reptiles can be big or tiny.</p> <p>Some reptiles can be dangerous, but most don't hurt people.</p>				
5	<p>Reptiles are found all around the world.</p> <p>They can live in places that are very hot.</p> <p>They can live in cool places, too.</p> <p>Some even live in water.</p>				
6	<p>All reptiles have some things about them that are the same.</p> <p>They all have a backbone.</p> <p>Another name for a backbone is a spine.</p> <p>A spine is made up of lots of little bones.</p> <p>It goes from a reptile's neck to its tail.</p>				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Making-Music Festival*

Level: 22

Running words: 179

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>"How much further, Dad?" asked Adam, from the back seat of the car. "I'm really hungry!" The Jones family had been in the car for a long time and Adam's tummy was growling. "You're always hungry," said his brother Zack. "We should be there in about ten minutes," said Mum. The Jones family were on their way to Springtown, for the Making-Music Festival.</p>				
6	<p>Adam Jones and his family all played in a band called "The Jones Family Band". Everyone in the family played a musical instrument. Dad played the guitar and Mum played the keyboard. Zack played the guitar, too. Adam played lots of different instruments, like the triangle, the flute and the shakers.</p>				
8	<p>"We're here!" shouted Adam. "I can see Springtown!" They drove to the big park where the Making-Music Festival was being held. Dad quickly parked the car. There were lots of trucks and vans and people unpacking things. Some people were putting instruments on the stage ready for the concert.</p>				
9	<p>"I can't see Uncle Con or the van, anywhere," said Dad. "He should be here by now."</p>				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Captain Russy*

Level: 22

Running words: 201

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	“Where is Russy?” cried Carla, as she peered into her backpack. “Where is my teddy?” Nana looked in Carla’s bag. She took all Carla’s things out, one by one. “I’m sorry, Carla,” she said, when everything was on the bed. “Russy’s not here and he’s not in the car either. You must have left him on the plane.”				
6	Carla had just arrived at her nana’s house for the school holidays. She had travelled all by herself on a large plane. A flight attendant had looked after her most of the way.				
7	Russy, her special teddy, had sat beside Carla on the plane. But now, he was nowhere to be found.				
8	“Oh, no!” cried Carla. “I will never, ever see Russy again. Some other boy or girl will find him and keep him.” And with that, she burst into tears. Nana gave Carla a big hug. “I will ring the airport right now,” she said, “and see if Russy has been handed in. Somebody may have found him.”				
10	While Nana spoke to a man at the airport, Carla thought about her teddy. Poor Russy! He would be all alone. Nana had given Russy to Carla when she was only two years old.				
<b>Totals</b>					

# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Chief of the Fire Station*

Level: 22

Running words: 196

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>"Sorry, Aimee," said Mum, sadly. "I'm just too busy!" Aimee had heard these words many times before. Mum was always too busy. She was always too busy to watch Aimee's football matches. She was always too busy to watch her dance shows, too.</p>				
7	<p>"I'm so sorry," said Mum as she grabbed her yellow coat and helmet from the hook. "Dad will have to take you to football practice this afternoon. I have to be at the fire station in ten minutes for a meeting." Aimee's mum was the chief of the fire station. She was an amazing woman. Aimee was very proud of her, but...she was always too busy to watch Aimee do anything! Every day Aimee's mum had meetings to go to. Often at night, she and her team were called out to fight a fire.</p>				
8	<p>Dad smiled at Aimee. Then he gently took her hand and gave it a little squeeze. "Come on my sunshine girl," he said. "We'd better get going or we'll be late for football practice."</p>				
10	<p>After football, Dad and Aimee cooked dinner. "Where's Mum?" asked Aimee, as she peeled the potatoes. "She's been called out to a fire," replied Dad.</p>				
<b>Totals</b>					

# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Me, Too!*

Level: 22

Running words: 181

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>"Mum, Rosie keeps copying me!" said Cam.                      He sat at the kitchen table and crossed his arms.                      Just then, Rosie came in and sat next to Cam.                      She crossed her arms just like him.                      "See," said Cam, pointing to his sister. "She's a copycat!"                      Rosie pointed right back at him.                      "Mum, can you please tell her to stop?"                      "She's only little," said Mum. "You're her big brother and she wants to be like you."                      "Well, it's making me angry," said Cam.                      "Me, too!" said Rosie.</p>				
7	<p>Rosie copied Cam all day. When Mama made cupcakes, Cam said, "I like the lemon ones best."                      "I do, too!" said Rosie.                      "I've changed my mind," said Cam. "I really like the chocolate ones best."                      "Me, too!" shouted Rosie.</p>				
8	<p>When Cam put his baseball cap on back to front, Rosie did the same with her cap.                      When Cam went outside to ride his red scooter, Rosie followed.</p>				
9	<p>When Cam bumped his knee on the table, he jumped up and down, holding his leg. Rosie jumped up and down, too.                      "You didn't even hurt yourself," said Cam.</p>				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Princess Is Tired*

EIL: 22 GRL: L

Running words: 116

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>"Princess," said Mom, peeking around the bedroom door.</p> <p>"Please go to bed.</p> <p>It's way too late to still be up."</p> <p>"But Mom," replied Princess, "my new play has to be finished by Thursday.</p> <p>Today is Monday and I have the trip to the zoo tomorrow. And Tuesday night is basketball practice and Wednesday night is . . ."</p>				
6	<p>"I know how busy you are," said Mom, before Princess could say any more.</p> <p>"And I know you love writing and basketball and all the other amazing things you do.</p> <p>But it's important that you take care of yourself and get plenty of sleep."</p> <p>"Please can I have just a little longer?" asked Princess.</p> <p>"Then I'll go to bed."</p>				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Musical Instruments*

Level: 22

Running words: 186

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	People have been making music with musical instruments for thousands of years. Almost any object that makes a sound can be used to make music.				
5	There are musical instruments of all shapes and sizes in every country of the world.				
6	Wind instruments are made of <i>hollow tubes</i> . They make sounds when you blow into them. The shofar is made from the <i>horn</i> of a <i>ram</i> . It is used to call people together. The shofar comes from Israel.				
7	The first trumpets were made in Egypt a long time ago. They were made of animal horns, <i>bones</i> or <i>bamboo</i> . Today, the trumpet is made of <i>brass</i> . It has buttons (valves) that are pressed to make the sound go up or go down.				
8	The didgeridoo comes from Australia. It is made from a hollow tree or branch. The didgeridoo can make many different kinds of sounds.				
9	A recorder is made of wood or <i>plastic</i> . It has seven finger holes and one <i>thumb</i> hole. You make music by blowing into the <i>mouthpiece</i> and placing your fingers on different holes. The first recorders were made hundreds of years ago in Europe.				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Whirly Bird*

Level: 22

Running words: 203

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Do you think you can make a piece of paper or card <i>whirl</i> through the air? You can! It's very easy to do. This is how you do it. All you need is a piece of paper or card, a few cuts and some clever folding. You'll be able to make an amazing				
5	flying machine. It's lots of fun to make. It's called a whirly bird because it whirls round and round like a <i>helicopter</i> .				
6	First you need to get a piece of card. Draw the folding lines and the cutting lines on your card. Make sure you take your time, so that the fold and cut lines are exactly where they should be. It will look like this.				
8	Now cut out your whirly bird.				
9	Then cut your card along the cutting lines. There are three lines that you'll need to cut. One cutting line helps to make the <i>blades</i> and the other two cutting lines help to make the <i>shaft</i> . Your card should look like this.				
10	You are now ready to fold the blades on your whirly bird. Fold one part <i>forwards</i> and one part <i>backwards</i> , like this.				
11	This makes the blades of your whirly bird. Your card should look like this.				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *My Family*

Level: 22

Running words: 207

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	There are many different kinds of families. Some families have lots of children, while others don't have any children at all. You might live in the same house as everyone in your family. Someone in your family may live a long way away. But no matter where you live, you are still a family.				
5	You probably like most things about your family. All families have problems from time to time. But families can also have fun together. Here are some children who would like to tell you about their families.				
6	Hello, my name is Sam. I live with both my parents and my sister and brother. My baby sister is called Emma and my older brother's name is John. John and I share a bedroom and have lots of fun, most of the time. We play basketball most afternoons. John is always telling jokes when I am trying to score. Sometimes this makes me miss my shot! I don't get angry with John though, because his jokes are really funny.				
8	Hi, I'm Sophia and I also have a sister. Her name is Gaby. But my sister isn't a baby. She is much older than I am. Gaby and I live on a farm with Dad and Nana.				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *To the Rescue!*

Level: 22

Running words: 203

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>In our community we have lots of different people who help us. We have the police, the fire service and the ambulance service.</p> <p>These people help the community to be safe and get help when people are ill or hurt.</p>				
5	<p>The police help people and their community in many ways. Police help by making sure people follow laws, or rules and are safe. Police also help catch people who break the law.</p>				
6	<p>People in the fire service are called firefighters. They help to put out fires. Firefighters also help to rescue people who are in danger.</p>				
7	<p>The ambulance service helps people who are ill. People who work for the ambulance service are called paramedics. They help people who are ill or hurt. They take them to the hospital in an ambulance, so they can get the care they need. Sometimes they help ill or hurt people while they are in the ambulance.</p>				
8	<p>All of these services are really important for people in a community. But sometimes people become ill, hurt or lost in places that are hard to reach. Some hard to reach places are cliffs, caves or forests. It can also be hard to help people in rivers, deserts and the sea.</p>				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Healthy Habits*

EIL: 22 GRL: L

Running words: 110

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>Your Body</p> <p>Your body is amazing.</p> <p>It can do so many things.</p> <p>Your body can move and grow.</p> <p>Sometimes it can even fix itself when something goes wrong.</p>				
5	<p>Your body is like a <i>machine</i> that can do lots of different things at once.</p> <p>Machines need to be cared for to work well.</p> <p>And if you want your body to work well, you need to care for it too!</p>				
6	<p>Healthy Eating</p> <p>One way to care for your body is to eat healthy food.</p> <p>This can help you grow and keep your body strong.</p> <p>Try to eat lots of different foods so that your body gets what it needs to stay healthy.</p>				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Morvena the Mermaid*

Level: 23

Running words: 178

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Many years ago in a little village by the sea, lived a fisherman, his wife and their three young sons. The fisherman's name was Lutey and on summer evenings he often enjoyed a walk along the beach with his dog, Towser. One summer evening, as they strolled along the beach, Lutey heard someone crying.				
6	"Oh, no!" came a sad, sweet voice from behind some rocks. "I'm stuck here on this rock and I shall never, ever get home." Lutey was worried that someone was in great danger. So he quickly ran over to where the voice had come from. There, sitting all alone on a large rock, was the most beautiful woman Lutey had ever seen.				
8	The young woman had long golden hair that flowed over her shoulders. She had bright green eyes that sparkled with tears. Her hair was held back by a beautiful pearl comb and a seashell necklace hung around her neck. But what surprised Lutey most of all was the silvery fish tail that sparkled in the afternoon light. Lutey had discovered a mermaid!				
<b>Totals</b>					

# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Training Pablo*

Level: 23

Running words: 180

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	"Happy Birthday, Colin!" Mum smiled as she placed a bright red birdcage on the table. Colin couldn't believe his eyes. Inside the birdcage was a beautiful green and yellow parakeet. "He's only ten weeks old," said Mum. "You'll be able to teach him to talk."				
5	"Thank you, Mum," said Colin, happily. Then he carefully put his finger into the cage. The parakeet flapped his wings in fright.				
6	"Come on, little bird," said Colin, gently. "You don't need to be frightened of me." Then Colin moved a little bit closer and whistled a tune. The parakeet moved his head to listen. "I'm going to call you Pablo," smiled Colin. "Pablo the parakeet!"				
8	The next day, Colin read about training pet parakeets. He read everything he could and began Pablo's training straight away.				
9	In one week, Pablo had learned to step onto Colin's finger and to eat from his hand. The following week, he had learned to perch on his shoulder. Pablo loved to hear Colin whistle. Whenever he heard the little tune, he would fly over and perch on Colin's shoulder.				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Mrs Magee's Unusual Plants*

Level: 23

Running words: 134

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>"Oh, Aiden!" cried Olivia.</p> <p>"That was my new ball!"</p> <p>"I'm sorry," replied Aiden.</p> <p>"I didn't mean to kick it so high."</p> <p>Aiden and Olivia peered over the old wooden fence. Olivia's ball lay on the ground next to an enormous tree.</p> <p>"Maybe I could climb over the fence and get it," said Aiden.</p> <p>"No way!" said Olivia, loudly.</p> <p>"There's something very strange about that house. I've never seen anyone going in or out!"</p>				
5	<p>"But I've seen lights in the garden at night," said Aiden.</p> <p>"Exactly!" replied Olivia.</p> <p>"Don't you think it's a bit strange? No one goes in or out, but there's a spooky green glow in the back garden at night."</p>				
6	<p>Olivia walked inside, shutting the back door behind her with a crash.</p> <p>"What's wrong?" asked Mum when she saw Olivia's grumpy face.</p>				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Team Spirit*

Level: 23

Running words: 155

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>"Come on Budford!" yelled Coach Robin from the side of the football pitch.</p> <p>Lily stood in the middle of the pitch, ready to kick the ball.</p> <p>The other team, Ilminster Girls, had just scored a goal.</p> <p>Lily's team was losing and the game was almost over.</p>				
5	<p>Lily stood very still, smoothed her navy shirt and then kicked the ball.</p> <p>It flew down the pitch towards Lily's teammate, but she wasn't watching.</p> <p>A player from Ilminster Girls stopped the ball with her foot.</p> <p>She kicked it and sent it flying</p>				
6	<p>the other way.</p> <p>Lily ran as fast as she could.</p> <p>But the Ilminster Girls quickly passed the ball from one player to another towards their goal.</p> <p>Ilminster Girls made it look so easy.</p> <p>And Lily's teammates didn't even seem</p>				
7	<p>to be trying to take the ball away from them.</p> <p>When Emma got the ball, Lily thought there might still be a chance to score a goal.</p>				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Games night*

Level: 23 GRL: M

Running words: 121

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>"Come on, Aimee," called Dad.</p> <p>"Come and play Word Champ with us."</p> <p>"No, thanks!" replied Aimee, "I'm way too busy playing my video game."</p> <p>"You'll have fun," smiled Carrie.</p> <p>"I've made us some popcorn and chocolate muffins."</p> <p>"No!" said Aimee in a grumpy voice.</p> <p>"I don't want to play."</p>				
5	<p>Mum walked in from the kitchen and gave Aimee one of her "looks."</p> <p>"Sorry, Carrie," said Aimee.</p> <p>"But I really don't want to play right now. I'm having fun on my tablet."</p>				
6	<p>Every Friday night Aimee's big sister, Carrie, came over from her house.</p> <p>Carrie lived with her mum in the next town.</p> <p>So games night was a way for her to catch up with her dad, who was also Aimee's dad.</p>				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Boats*

Level: *23*

Running words: *197*

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	There are many different kinds of boats. Some boats, such as sailing boats, need wind in their sails to move. Large ships, however, use <i>powerful engines</i> to move through the sea.				
5	Some boats are used for fun, for travel or for fishing. Others are used for work or to move goods from place to place. In this book, you will read about many different kinds of boats.				
6	There are many different kinds of fishing boats. Some fishing boats are small and have <i>benches</i> for people to sit on. These boats use a small motor to move through the sea. Some fishing boats are small enough to go on a car's roof.				
7	Some larger fishing boats stay out at sea for days or weeks. These boats have bunks for people to sleep in and a tiny kitchen called a galley.				
8	Some people's job is to catch fish. They use a boat called a <i>trawler</i> . Trawlers pull special nets through the sea to catch fish. Some trawlers are small boats while others are large. They have an engine room, bunks and a galley.				
10	Some people enjoy sailing for fun. A sailing boat skims across the top of the water.				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Not All Birds Fly*

Level: 23

Running words: 192

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	When we think about birds, we often think about them spreading their wings and flying high in the sky. All birds can fly. Isn't that right? Well, the answer to this question is "no". Not <b>all</b> birds can fly.				
6	Over many thousands of years, some birds became very good swimmers or runners. That meant they didn't need their wings to fly away from their <i>enemies</i> . They could either run or swim to get away. Their wings weren't used for flying anymore.				
8	The penguin is a bird that cannot fly. There are many different kinds of penguins. Many penguins live in Antarctica. They live in the water and on snow and ice. A penguin spends about the same amount of time in the ocean as it does on land.				
9	Penguins have short feathers that overlap and cover their body. This helps to keep them warm. Penguins use their wings like flippers and these are perfect for swimming.				
10	Penguins have white fronts and black backs. This helps to keep them safe from their enemies. They can also bite to protect themselves.				
11	The female penguin hunts for food while the male looks after their egg.				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Meat-Eating Plants*

Level: 23

Running words: 132

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>Plants are found all over the world.</p> <p>They come in many different shapes and sizes.</p> <p>Some plants are huge, while others are tiny.</p> <p>Plants need <i>sunlight</i> to make food.</p> <p>They also need <i>nutrients</i> from the soil around them.</p> <p>Nutrients are things that people, animals, and plants need to be strong and healthy.</p>				
5	<p>There is one very strange group of plants that eats meat.</p> <p>Meat-eating plants feed on all sorts of <i>insects</i></p> <p>Some even eat small frogs and mice.</p>				
6	<p>Meat-eating plants can grow in places where the soil isn't very good.</p> <p>Most grow in wet, soggy areas, like <i>swamps</i>.</p> <p>Others grow in rocky areas.</p> <p>Meat-eating plants get the nutrients they need from the things they eat.</p> <p>Even though these plants eat insects and small animals, they still need sunlight and water to live.</p>				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *All About Muscles*

Level: 23

Running words: 124

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	The <i>human</i> body is amazing. It has many different parts that help to make it work. All of our body parts are important because they each do different jobs.				
5	Have you ever wondered how you walk, run or climb? Or how you dance, swim or ride a bike? Special parts inside your body help you do these things. They are called <i>muscles</i> .				
6	Muscles are soft and red. They look like a <i>bunch</i> , or group, of tiny threads put together. We have lots of different muscles in our bodies. They all have important jobs to do.				
7	We use muscles to move our bodies. Muscles also help us lift, pull and push things. There are even muscles that help to move things around inside our bodies.				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Games Around the World*

EIL: 23 GRL: M

Running words: 102

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>Everyone Plays Games!</p> <p>People in every country around the world play games.</p> <p>Some people play games with things from their homes.</p> <p>Games can be played with things like cans and sticks.</p> <p>For other games, they use things like bats and balls.</p> <p>There are also games where all you need is a group of friends!</p>				
5	<p>People have always played games.</p> <p>Games can teach you to work as part of a <i>team</i>.</p> <p>They can also help you understand rules.</p> <p>Rules tell you how to play a game.</p>				
6	<p>Hide-and-Seek</p> <p>Children all around the world play Hide-and-Seek.</p> <p>Some people play a game of Hide-and-Seek called Sardines.</p>				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *The Team*

Level: 24

Running words: 187

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>"Catch!" called Kelly, as she threw the basketball to her friend, Mischa. Mischa bounced the ball while Kelly ran closer to the basket. "I'm here," called Kelly. She held her hands ready and caught the ball. "You can do it," said Mischa. "Shoot!" Kelly took a big breath. She crouched, looked at the goal and then pushed the ball high. It reached the edge of the basket and then dropped through. "Goal!" shouted Kelly.</p>				
5	<p>"High five!" said Mischa. "You're getting really good at shooting." "Thanks," said Kelly. "I wish I could shoot goals like that in our real games."</p> <p>"Me too," said Mischa, sadly, "but it's hard when the boys never pass the ball to us."</p>				
6	<p>Kelly and Mischa were the only girls in their under-11s basketball team. They trained hard and were always at the Saturday's game. But the three boys in their team never passed the ball to them. Nick, Ahmed and Michael only liked to pass to each other. "Well," said Kelly, "all we can do is keep trying. Now, let's get to training."</p>				
8	<p>At training, Ahmed and Michael were waiting with Coach Brown.</p>				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Racing CD Rocket*

Level: 24

Running words: 192

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>Josh opened the back door after school. "Dad! Mum!" he shouted. "You'll never guess what we're doing at school! We're having a car race for Science Week. We can only use cars we have made ourselves. Can you help me build a racing car?" "A racing car?" said Mum, looking puzzled. "Yes," said Josh. "The cars must be powered by rubber bands. I've already planned my car." He showed them both the drawing he'd done at school. "Wow!" said Dad. "This looks great. We can get started tomorrow."</p>				
6	<p>Josh, Dad and Mum spent Saturday morning making the racing car. They used part of a cardboard box for the body. For the axles they used the outsides of four old pens. They slid two long thin ones inside two short fat ones. They used craft sticks to join it all together. Then Josh had a great idea! He decided to use old CDs for the wheels.</p>				
8	<p>The most important part of the car was a long rubber band. Josh looped the rubber band around both ends of the back axle. He then pulled it tight and looped it twice around the front axle.</p>				
<b>Totals</b>					

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *A Baby Panda is Born*

Level: 24

Running words: 187

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	In China high up in the mountains, Mother Panda was getting ready for the birth of her baby. The mist hung like white sheets among the bamboo plants. It was late afternoon and the air was chilly and damp. Small animals hurried along the leafy forest floor trying to get home before dark.				
7	<p>Mother Panda could hear the farmers far below her misty mountain home as they cut down large sticks of bamboo.</p> <p><i>Chop! Chop! Chop!</i></p> <p>Every day these farmers were coming closer and closer to her home. The farmers were cutting down the forest to make room to plant food. Like the animals of the forest, they, too, needed to feed their young ones.</p>				
8	<p>Many hundreds of years ago, large numbers of pandas had lived in the forests. But as more forests disappeared, the pandas had to move higher up the misty mountainside. Their home was shrinking and they could no longer roam freely wherever they wished.</p> <p>Mother Panda, like all pandas, ate mostly bamboo in large amounts. But this winter there hadn't been enough. She had eaten some little mice just to stop her hunger.</p>				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Ukulele Liam*

Level: 24

Running words: 221

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>"Hey, Dad!" said Liam. "I've just learned a new song on my ukulele. I'm playing it in front of my class tomorrow. Would you like to hear it?"</p> <p>Dad looked up from his computer as he stopped typing. "Of course," he smiled. "I'd love to hear it!"</p> <p>Liam's aunt had given him a ukulele for his birthday. She had also helped him learn how to play it.</p> <p>Liam had been practising every day and he could already play quite a few songs. He strummed the strings of the ukulele over and over.</p>				
6	<p>When Liam was finished, Dad clapped loudly. "Wow! That was great!" he said excitedly. "You're getting really good at playing that tiny guitar, aren't you?"</p>				
7	<p>Liam frowned at Dad. "It's not a tiny guitar. It's a full-size ukulele. It's meant to be this small."</p> <p>"I know," grinned Dad. "I was only joking. And you play it really well. I bet your class will think so, too."</p>				
8	<p>At school, Liam got ready to play his ukulele for his class. He was so nervous his knees were shaking. He'd never had people listen to him before, apart from Dad. Even so, he played a whole song without making a mistake. Everyone in the class clapped.</p> <p>"Bravo!" said Ms Tang, his teacher. "That was wonderful, Liam."</p> <p>Liam was happy it was all over.</p>				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *A Surprise for Mrs Magee*

EIL: 24 GRL: M

Running words: 129

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>"Hello, Mrs Magee," called Mum from over the back fence.</p> <p>"Are you busy right now?"</p> <p>"No, dear," replied Mrs Magee.</p> <p>"Can I help you with something?"</p> <p>"Well," said Mom. "I'd like to buy a new plant and I can't decide what kind to buy. Do you think you could come with me to the garden shop?"</p> <p>"Oh, I'd love to," said Mrs Magee.</p> <p>"When would you like to go?"</p> <p>"Could we go now?" asked Mom.</p> <p>"I'll just get my bag," replied Mrs Magee.</p> <p>"I'll meet you at the front gate," said Mom.</p>				
5	<p>"Well done, Mum!" said Olivia. She was hiding behind the fence with her brother, Aiden.</p> <p>"Shh!" said Mum with a smile. "Mrs Magee and I won't be gone long. Do you remember what you have to do?"</p>				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Playing Team Sports*

Level: 24

Running words: 207

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Playing any sport is healthy for both your body and your mind. For many people, playing a team sport is more enjoyable than other types of <i>exercise</i> . A team is made up of a group of people. When you play a game with these people, against another team, it is called a competition.				
5	When you play a team sport, you learn different <i>skills</i> and the <i>rules</i> of the game. You also meet new friends and find out how to work with others. In team sports you don't have to be good at every part of the game, but you do have to think about the other players on your team and listen to your <i>coach</i> . Two of the biggest team sports in the world, for both girls and boys, are basketball and football.				
6	Basketball began in the United States in 1891. A football coach wanted to keep his football team fit when they couldn't <i>practise</i> outside. So he nailed a basket to the wall at each end of the <i>gymnasium</i> and told his players to throw the ball into it. That was the start of basketball. Now, millions of people play this game!				
8	You usually play basketball on an indoor <i>court</i> in the shape of a <i>rectangle</i> .				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Magnetic Racing Car*

Level: 24

Running words: 207

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Here are all the materials you will need to make a magnetic racing car and its <i>racetrack</i> .				
6	The first thing you need to do if you are going to make a magnetic racing car is to collect the materials you will need. You will need a very small				
7	box – an old matchbox is ideal. You might like to search some books or the internet to get different ideas on how to decorate the box to make it look like a real racing car.				
8	After you have gathered some ideas, decorate your small box so that it looks like a racing car. You could cover it in white paper and then decorate it with crayons, felt-tip pens or coloured pencils. Drawing stripes down the side of your box just like a real racing car is a good idea, too. Small wheels can be attached to the box. You can make four small wheels by cutting them out of card and attaching them to the box. Or you could use some old buttons and stick these on with some strong glue. You could even place a racing car number on each side of the box. If you decide to put a driver in the car, you might need to make a hole in the box.				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Mammals*

Level: *24*

Running words: *168*

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	All living things can be put into groups. When scientists are deciding which group an animal belongs to, they put animals that are alike together. Scientists have put all the animals in the world into five main groups. The groups are birds, fish, reptiles, amphibians and mammals. We belong to the group known as mammals.				
5	There are over 4,000 different types of mammals in the world. Many farm animals, such as cows, pigs and goats, are mammals. Some of our favourite pets, such as dogs, cats and hamsters, are mammals, too. Some mammals are enormous and others are tiny. But they all have several things in common: They make milk to feed their young. They have a backbone. They are warm-blooded. They have fur or hair.				
6	Mammals are the only animals that are able to make milk. Mammals feed their babies milk until they are old enough to eat food. Some mammals make milk for their babies for a few weeks, while others make milk for a lot longer.				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *The Sounds Around Us*

Level: 24

Running words: 225

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>Stop for a moment and listen. What can you hear? Perhaps you can hear the wind blowing through the trees or a bird chirping outside. There are sounds all around us, but we don't always notice them. Hearing is one of our senses. The sounds we hear help us to understand what is going on around us. Sounds help us to share thoughts and ideas with other people. Have you ever thought about all different sounds you can make?</p>				
5	<p>When we talk sounds come out of our mouth. We also make sounds when we laugh, cry or scream. Sometimes people clap their hands to cheer for their favourite team. The sounds we make often let other people know how we are feeling.</p>				
6	<p>The sounds we hear let us know what is going on nearby. Even if we are busy, some sounds will make us look up to see what is happening. A school bell might tell you that it is time to go to your lesson. The alarm on the clock can tell you that it is time to get out of bed.</p>				
7	<p>Sounds can also warn us of danger. A fire alarm can let us know that there is a fire. The alarm warns us, even if we can't see or smell the fire. The sound of a car's horn can also warn us.</p>				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *States of Matter*

EIL: 24 GRL: M

Running words: 122

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Everything you see around you is made of <i>matter</i> . You are made of matter, too! A rock is made up of matter. Water is made up of matter. Even air is made up of matter.				
5	Everything is made up of matter. But things look different. Matter comes in different shapes. Matter comes in three different <i>states</i> , too. A state is the way something is. There are <i>solids</i> . Dogs, trees, and bricks are solids.				
6	There are <i>liquids</i> . Water, milk and juice are liquids. And there are <i>gases</i> . <i>Steam</i> , air and smoke are gases. There are many different solids, liquids and gases.				
8	All matter is made up of tiny things called <i>atoms</i> . Atoms are so small that you cannot see them with your eyes.				
<b>Totals</b>					

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *A Dog Called Prince*

Level: 25

Running words: 196

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Tom peered down into the brown cardboard box. A small black and grey pup stretched and then yawned. "Hey, Dad," Tom whispered. "He's waking up." "Now, Tom," replied his father, "don't go all soft on me. He's a working dog. As soon as this pup's old enough, he'll be out the back with Matey."				
5	Tom was disappointed. He gently put his hand out to stroke the pup. The pup rolled over, stretched and yawned again. Tom laughed, "I think he wants me to tickle his tummy." "Like I said," replied Dad, "he's not a pet. He's a working dog."				
6	"What are you going to call him?" asked Tom, thoughtfully. "Well," answered Dad, "this little pup's father was the best working dog I've ever had. He was like the king of all working dogs. He could round up a herd of cows and move them from one paddock to another, faster than any dog I've ever				
7	seen." Tom scratched the pup's ears. "Prince!" He smiled. "Let's call him Prince." Tom and his dad lived on a large cattle farm in Australia. His family had nearly 500 cows and Tom's dad was the best cattle dog trainer around.				
<b>Totals</b>					



# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Sleepover Safari*

Level: 25

Running words: 199

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>“What if a wild animal tries to eat us?” said Ria, looking out of the truck at the safari park. Ria and her family had arrived for a special safari sleepover. But first, a guide was taking them on a safari to see the animals of the African savannah. “Don’t be such a scaredy-cat, Ria,” snorted her brother, Marco. “These animals get plenty to eat. They wouldn’t bother with a little kid like you.” But Ria wasn’t so sure. The truck stopped suddenly, near a pride of lions. A large male with a big, scruffy mane stood up and walked slowly towards them.</p>				
6	<p>“Dad, save me!” cried Ria, covering her eyes. Dad put his arm around her. “It’s okay, Ria. You’re safe in the truck. Look, over there! It’s a giraffe!” The truck started up again as a voice came over the loudspeaker: “The giraffe is the tallest of all mammals, with a neck almost two metres long.” It was Fiona, their safari guide. “Did you know that giraffes only sleep for about two hours a day?”</p>				
7	<p>Ria peeped through her fingers and watched as the giraffe stuck out its long tongue to pull some leaves into its mouth.</p>				
<b>Totals</b>					

# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Rocky the Robot Helps Out*

Level: 25

Running words: 214

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>"Oh no, not again!" shouted Dad, looking worried. Tamal looked up from the book he was reading. He watched as Dad dropped the vacuum cleaner and ran from the room towards the kitchen.</p> <p>A cloud of smoke floated through the door towards him. Maybe the house was on fire! Tamal quickly dropped his book and ran after Dad.</p>				
6	<p>There stood Dad by the open oven holding a big black lump in a tin. The kitchen was full of smoke. "That's the second cake I have burned this week," grumbled Dad, looking very sad.</p> <p>Mum opened the window. She flapped at the thick smoke with a tea towel. "That's because you were trying to do too many things at once," she said quietly.</p> <p>"I know," replied Dad. "But with my part-time job and looking after the house, there just isn't enough time." He dropped the burned lump onto the table. "What we all need is a full-time helper. Wouldn't it be wonderful to have a robot to help with the housework? Then we would all have plenty of time to do the things we love."</p>				
7	<p>Mum laughed. "It's a nice thought," she said. "But I suppose we'll all just have to do our part to help with the housework." She handed the towel to Tamal.</p>				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Summer at Oak Tree Cottage*

Level: 25

Running words: 180

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>As the car drove down into the valley, along the curved driveway, Olivia gazed out of the window. Through the tree trunks, an old wooden cottage appeared.</p> <p>"I can see a house ahead," said Olivia.</p> <p>"Yes, that's Grandpa's cottage. We're nearly there!" said Dad, as he carefully rounded the last bend.</p> <p>There, next to an enormous oak tree, stood the little cottage. It had a small wooden veranda and a pointed roof. The steps were crooked and the front door was old and worn.</p> <p>The car pulled up beside the old cottage and the family began to unpack.</p>				
6	<p>"It must have been so much fun for you growing up here, Dad!" said Olivia.</p> <p>"It was great," said Dad. "Grandpa and I used to go fishing. We used to build things together, too. He was really good at making things with wood. He even made that playhouse in the oak tree!"</p> <p>"You were so lucky!" said Olivia.</p> <p>"Yes, he was," replied Mum, smiling.</p> <p>"Did you know that Grandpa grew up here, too?" asked Dad.</p> <p>"Really?" asked Samuel. "I didn't know that!"</p>				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Martina and Ameila*

EIL: 25 GRL: N

Running words: 131

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>Martina ran up the stairs to the doorway, where her older sister was standing.</p> <p>"This house is amazing!" she said. "I can't believe this is my new room!"</p> <p>"Our new room!" replied Eva, with a kind smile. "Don't forget. We'll still be sharing."</p> <p>"Oh, I don't mind," said Martina. "Look! You can see the lake from our window!"</p> <p>"Martina! Eva!" called Dad from the front door.</p> <p>"Come and help. We need to bring in these boxes! We've got a lot to do before it gets dark."</p> <p>The girls ran down the stairs and out the front door. A moving van was parked in the driveway.</p> <p>Lots of boxes and a few pieces of furniture sat next to the van. Martina and Eva each picked up a box and carried it inside.</p>				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *City Life, Farm Life*

Level: 25

Running words: 192

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Life in the city can be busy and exciting. The city has tall buildings and crowds of people. There are many cars and buses and the city roads have traffic lights. The streets are full of shops and offices, as well as banks and large stores.				
5	Life on a country farm can be very busy, but it can also be very peaceful. There is plenty of open space with hills and valleys. There are fewer people about and less traffic on the roads than in the city. The farms might have cattle, sheep, pigs or chickens. Other farms grow fruit, vegetables or <i>grain</i>				
6	<i>crops</i> . Most city people live in houses in the <i>suburbs</i> . Suburbs are found away from the centre of the city. Houses in or near the city are often quite close together. These houses might have a front yard or a back garden or both. Sometimes people's homes are on top of each other in a block of flats.				
7	Many people in the city live several <i>storeys</i> up. Farmhouses are not normally close to each other – instead they are surrounded by land. Farmhouses can be made of brick or timber.				
<b>Totals</b>					

# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Wild Savannah Zoos*

Level: 25

Running words: 168

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	A savannah is grassland – a place with very few trees, but lots of grass. Savannahs are found in places where it is warm all year round. They have a wet season (warm with lots of rain) and a dry season (warm with very little rain). The African savannah is an area between the <i>rainforest</i> and the <i>desert</i> .				
6	The savannah is home to many different animals. Lions, elephants, cheetahs, giraffes and zebras live in the African savannah. So do rhinoceroses, gazelles, meerkats, wildebeests and many more.				
8	Some animals of the savannah are now <i>endangered</i> . This means they are in danger of dying out. These animals are endangered because of hunting and because their <i>habitats</i> have been <i>destroyed</i> . People have damaged the savannah through <i>cattle grazing</i> , <i>pollution</i> and lighting fires.				
9	Hunters kill animals such as African elephants, black rhinoceroses and cheetahs for their skin or other body parts. These animals are now almost <i>extinct</i> . Extinct means that the animals have all died; there are no more left in the world.				
<b>Totals</b>					

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Simple Machines*

Level: 25

Running words: 221

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	A machine is something that has been built to make a job easier. Machines are all around us, and we use them every day. A car is a machine because it makes it easier for us to get from one place to another. An oven is also a machine. It makes it easier for us to cook our meals. Clocks are machines that help us to know the time. Machines can also be simple things.				
5	A wheelbarrow is a machine and so is a can opener. Even a pair of scissors is a machine. A machine can't work by itself. It needs to				
6	get energy or power from somewhere else. This energy can come from a person, the wind or an animal. It can also come from things such as electricity, petrol or coal. For example, a wheelbarrow is a machine that can move a load from one place to another.				
7	A wheelbarrow needs the energy of a person to move. A windmill is a machine that gets water out of the ground. A windmill needs the energy of the wind to move water up from the ground and into a water tank where it can be held. A wagon is a machine that carries loads from one place to another. A wagon needs the energy of a horse to move.				
<b>Totals</b>					

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Ancient Egyptian Pyramids*

Level: 25

Running words: 201

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	A pyramid is an odd shape. It has a square base and triangle-shaped sides. The sides join together at the top to make a point.				
5	Around the world many different types of pyramids have been built. Pyramids can be found in the countries of Egypt, China, India and Mexico. Some pyramids are very, very old, while other pyramids are not. Not all pyramids look the same.				
6	The best-known pyramids are found in the country of Egypt. These pyramids were built on the bank of the River Nile. They were built thousands and thousands of years ago. We call the pyramids in Egypt ancient because they are very, very old.				
8	The ancient Egyptians built pyramids to use as <i>tombs</i> . A tomb is a place where a body can be put after a person has died. The pyramids were built as tombs for the kings and queens of ancient Egypt. The ancient Egyptians called their kings and queens <i>pharaohs</i> . Although the pharaohs were buried in special tombs, most Egyptians were buried in the sand!				
9	The ancient Egyptian pyramids were made of stone. The stone was cut into blocks. Each block needed to be exactly the right size and shape to fit the pyramids.				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Why People Move*

EIL: 25 GRL: N

Running words: 140

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	People sometimes decide to live in a new place. They can move to a new town or city. They can even move to a new country. People move for lots of different reasons. Sometimes they want to move, but there are also times when people need to move.				
5	People migrate when they go to live in a new place. People can move to a new place and stay there forever. Or they can move away but only stay for a few years. Large groups of people can decide to move to a new place together, but a person can also move by themselves.				
6	When Have People Migrated? People have always moved from place to place. Long ago, there were no towns or cities. There weren't any shops or even any farms. People had to find the food that they needed.				
<b>Totals</b>					

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Gold Rush Adventure*

Level: 26

Running words: 192

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Kenda and Aman lived with their father and grandma on a small farm. Every day before breakfast, Kenda and Aman fed the chickens and collected the eggs. Sometimes Grandma brought another basket and joined them. "Don't put all your eggs in one basket," she joked. "You might end up with no eggs at all if you drop them."				
5	It was always fried eggs and bread for breakfast. "Come and get it!" Grandma called. The eggs were ready. "Sunny-side up and crisp and golden." "All right everyone," Father often said when everyone had eaten. "Let's get to work."				
6	Father took care of the crops and getting the corn to the miller to have it ground into flour. It was Kenda's job to milk the cow, then look after the horse, Dewdrop. Kenda loved this job and talked about Dewdrop all the time. Aman, on the other hand, had to feed the fat pig and clean the pen. "Why do I get the hard jobs?" he would mutter. Farm life was sometimes difficult, but the children were happy. "As long as we have corn, we can pay the rent on the farm," said Grandma.				
<b>Totals</b>					

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Max Jupiter*

Level: 26

Running words: 184

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Max Jupiter Astro Marriot looked through the porthole at Earth. The planet Earth looked like a blue ball from space. Every holiday Max visited outer space with his astronaut parents. They belonged to a secret group called Space Guards, which protected Earth from danger. Max stretched. It was peaceful floating in orbit 300 kilometres above Earth. Suddenly, the spaceship bucked up and down like a horse. "What's happening?" said Max. He was clinging onto a railing.				
5	"Hold on!" shouted Dad. "Meteor shower." Max's parents leaned over the screen. "Can I do anything?" Max ran across the space deck. "Buckle up!" said Dad. "We'll figure it out."				
6	Max slid into his seat. His parents always thought he was too young to help. Max wanted to be a Space Guard more than anything else in the universe. "Change course!" Mum shouted, staring at the screen. "Hundreds of them are coming towards us." Dad's fingers raced over the switches. The spaceship turned left. Mum grinned. "All safe now," she said. "I'll check for damage," said Max. He then turned on the computer screen in front of him.				
<b>Totals</b>					

# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *How Elephant Got Its Trunk*

Level: 26

Running words: 177

Page no.		E	SC	Errors MSV	Self-corrections MSV
24	<p>Nambo splashed out into the river towards Hippo. He pushed Hippo, but she didn't move. "Take my nose and I'll pull you out that way."</p> <p>Hippo grabbed onto Nambo's rubbery nose. The little elephant pulled and pulled. Hippo moved, then stopped. "I can't do it by myself," said Nambo. "Flamingo, fly for help."</p> <p>Nambo yanked out a hollow reed at the water's edge. "Hippo, breathe through this reed like a snorkel if the water covers your head." Hippo gulped but held the reed tightly in her mouth like a straw.</p> <p>Leopard padded into the water and grabbed Nambo's tail. They pulled and pulled so much that they fell over with a giant splash. The water started to cover Hippo.</p>				
26	<p>"We'll tie ourselves to trees by the shore so we don't fall over," said Nambo. "Flamingo, help."</p> <p>Flamingo wrapped his neck around a tree and gripped Leopard with his legs. Leopard pulled Nambo's tail. Hippo held Nambo's nose as tightly as she could.</p>				
27	<p>Together, they pulled and tugged. Just as the water completely covered her, out popped Hippo.</p>				
<b>Totals</b>					

<b>Accuracy %</b>	<b>Self-correction ratio</b>	<b>WCPM</b>	<b>Prosody</b>

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Mystery at the Old Mine*

Level: 26

Running words: 167

Page no.		E	SC	Errors MSV	Self-corrections MSV
14	<p>"Where shall we start?" asked Jez.</p> <p>"Check out this app," said Mia, holding out her smartphone. It showed a map of the mine. She pointed to a spot. "We're here." She pointed to another spot dotted with flags. "The flags mean that interesting rocks were found in this spot. Let's go there."</p>				
15	<p>Ari put his finger on the screen. "Let's go here."</p> <p>"But nothing's been found there," said Mia.</p> <p>"Mia's right," said Raj. "Most gems form near each other."</p> <p>"Maybe my spot just hasn't been searched," said Ari.</p> <p>"Imagine what we might find?"</p> <p>Jez agreed. "Let's dig at both places!"</p>				
16	<p>That afternoon, four hot, dusty children headed from Mia's spot to Ari's. As they crossed the sunny meadow, the songs of crickets and blackbirds filled the air. The group was glad to enter the cool, shady woods.</p> <p>There was no path where they walked along the stream.</p> <p>Finally, Ari shouted, "Here!" They dropped their heavy bags and began working.</p> <p>Tink! Tink! The rock picks struck. Scratch, scoop!"</p>				
<b>Totals</b>					

<b>Accuracy %</b>	<b>Self-correction ratio</b>	<b>WCPM</b>	<b>Prosody</b>

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Too Cold for Football*

Level 26

Running words: 124

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>Omar and his parents were flying off on an adventure. Mum and Dad had signed up to help the workers on a US research base in Antarctica.</p> <p>“My research is on climate change,” Mum told him. “I am studying how weather changes over time.”</p> <p>Omar’s dad had once owned a car repair shop. Last year he had turned it into a research company. They work on ways to make cars run without petrol.</p> <p>“My new car batteries use solar energy. They work by using light from the sun,” he said.</p> <p>“Maybe they can work in snowmobiles.”</p>				
6	<p>“I can still play football in Antarctica, right?” Omar asked.</p> <p>Omar took his football everywhere. Last year, he had helped make a football pitch near his house.</p>				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *History of Gold*

Level: 26

Running words: 201

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Gold is a precious, or valuable, metal. People have searched for gold since long ago. It has been used to make beautiful things, such as jewellery and statues. It has also been made into coins and used as money. Even today, gold is very valuable.				
6	Gold is special for a lot of reasons. It is a beautiful yellow colour and is one of the world's shiniest metals. Pieces of gold must have looked amazing when they were first discovered. Gold is a soft metal, so it can be easily made into different shapes. People long ago were able to work with gold using very simple tools. This may be another reason why gold jewellery was popular thousands of years ago.				
7	Gold can be made so thin that you can see through it. A very thin layer of gold lets some light through but reflects, or throws back, red and yellow light. Therefore, a thin layer of gold can be used to reflect the sun's harmful rays because they bounce back again. This has made gold very useful for protecting astronauts and their supplies from the sun. Windows on very tall buildings often have a thin layer of gold on them, too.				
<b>Totals</b>					

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Moon Phases*

Level: 26

Running words: 193

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Have you ever looked up at the Moon and wondered what it was made of? Some old stories say the Moon is made out of cheese! In fact, the Moon is a ball of rock that orbits, or moves around, the Earth.				
5	Some scientists think the Earth may have been hit by a large object billions of years ago. They think a large part of the Earth was knocked out into space and became the Moon.				
6	The dry outside, or surface, of the Moon is covered with rocks and dust. There are also millions of craters, or large holes, on the Moon's surface. These were probably made when asteroids or rocky, moving objects, crashed into the Moon.				
7	From Earth it looks like there are light and dark patches on the Moon's surface. The light parts are mountains, or "montes." The dark patches are large areas called seas, or "maria."				
8	The Moon doesn't make its own light like the Sun. We can see the Moon because it reflects or bounces back, the Sun's light. Only the side of the Moon that faces the Sun has light. The rest of the Moon is in shadow.				
<b>Totals</b>					

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# Running Record



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Traditions Around the World*

Level: 26

Running words: 190

Page no.		E	SC	Errors MSV	Self-corrections MSV
10	<p>Food holds special meaning to people around the world. Because of this, eating certain foods has become a tradition in many parts of the world.</p> <p>People have been eating noodles in China for thousands of years. They believe that noodles represent long life and good health. The noodles are served in a bowl and eaten with chopsticks instead of a knife and fork. Chinese people believe that chopsticks can bring good luck.</p>				
11	<p>Italy has a long tradition of eating noodles called pasta. Pasta comes in many sizes and shapes. Pasta is made from wheat mixed with water or eggs. A special type of wheat grows in Italy that allows pasta dough to dry and harden. This dried pasta is able to sit on a shelf to be boiled and eaten later. Today people in many countries around the world enjoy eating pasta.</p>				
12	<p>Before there were refrigerators, it was hard to preserve food, or keep it fresh, for long periods of time. Long ago in Japan, people learned that rice could be used to keep fish fresh longer. People would salt the raw fish and then wrap it in cooked rice.</p>				
<b>Totals</b>					

<b>Accuracy %</b>	<b>Self-correction ratio</b>	<b>WCPM</b>	<b>Prosody</b>

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *The First Explorers in Space*

Level: 26

Running words: 188

Page no.		E	SC	Errors MSV	Self-corrections MSV
16	The Soviet space programme was doing very well. The United States wanted to catch up! NASA had been working on spaceflight since 1958. NASA is a group of people based in the United States who work to learn about space and space travel. After watching the Soviets put a man in orbit, NASA wanted to do more than just				
17	fly in space. They wanted to put the first person on the Moon. <i>Apollo 11</i> was launched on 16 July, 1969, with three people on board who were called astronauts. They were Neil Armstrong, Buzz Aldrin and Michael Collins.				
18	The <i>Apollo 11</i> spacecraft had two parts. The main part was called <i>Columbia</i> . The part made to land on the Moon was called <i>Eagle</i> .  On 20 July, 1969, Collins let <i>Eagle</i> go from the main part of the spacecraft. Collins circled in space above the Moon. Armstrong and Aldrin flew <i>Eagle</i> to the Moon's surface. It took two hours. When they arrived, Armstrong said that the <i>Eagle</i> had landed.				
20	Armstrong and Aldrin put on spacesuits that had backpacks with oxygen. Armstrong opened <i>Eagle's</i> door and climbed down a short ladder.				
<b>Totals</b>					

<b>Accuracy %</b>	<b>Self-correction ratio</b>	<b>WCPM</b>	<b>Prosody</b>

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Continents of the World*

Level: 26

Running words: 140

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	There is a lot of water on Earth. It covers almost 70 per cent of the planet. But almost 8 billion people live here! All of these people live on land. So where do the people live? And what is the land like? Large pieces of land on Earth are called continents. There are seven continents. Three are named Asia, Europe and Africa. The other four are named North America, South America, Australia and Antarctica. They are different and alike in many ways.				
6	Asia is Earth's largest continent. Asia is special because it has the most land and the most people. Part of the country of Russia is on Asia. Russia is the largest country on Earth. It covers the most land. The country of China is on Asia. It has the biggest population. More than 1 billion people live there.				
<b>Totals</b>					

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