

LEVELS
9-11

Engage Literacy

TEACHER'S RESOURCE Blue Extended Edition

Lauren White

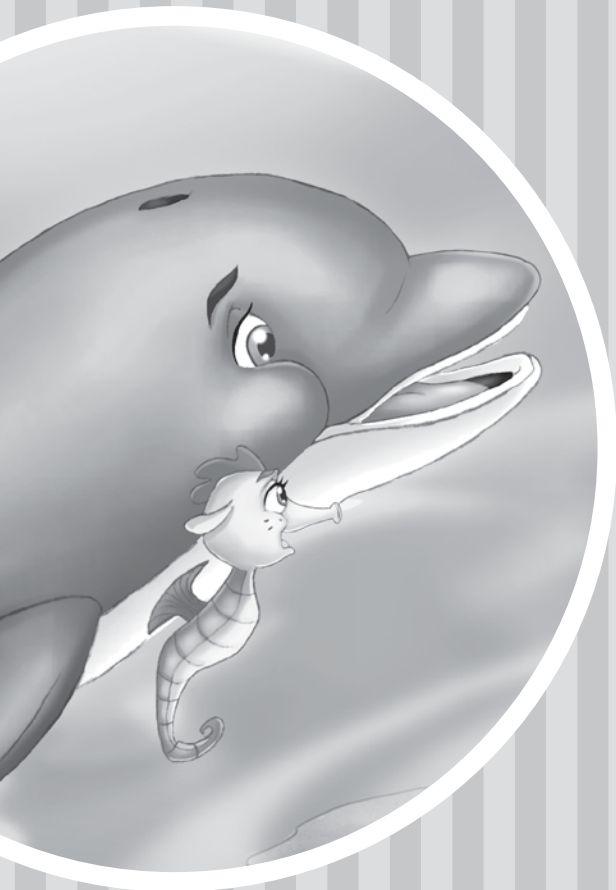


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Engage Literacy Teacher's Resource Levels 9–11 Extended Edition
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Please note the following abbreviations that are used in the *Teacher's Resource*:

HFW: High-frequency Words **PW:** Blackline Master **ELL:** English Language Learners **IWB:** Interactive Whiteboard

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Introduction

Engage Literacy is a comprehensive literacy programme that can be used with an individual, small-group and/or whole-class focus. The core elements of a balanced literacy programme have been covered, i.e. written language (reading and writing) and oral language (speaking and listening). The programme covers reading levels 1 to 25 (book bands Pink to Lime) and includes both fiction and non-fiction texts. Texts are curriculum-linked and the Levels 2 to 25 fiction texts link thematically to corresponding non-fiction titles.

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

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

Engage Literacy components

- *Fiction and non-fiction texts for reading levels 1 to 25*

All levelled texts, both fiction and non-fiction, have been developed using carefully graded vocabulary lists, e.g. the word 'go' is introduced at Level 1 and 'going' is introduced at Level 4. Children therefore build up a bank of high-frequency words, providing them with a smoother transition as they are introduced to higher-level texts.

The texts enable children to build on their prior knowledge and make new connections based on these previous understandings. *Engage Literacy* also includes a progressive academic vocabulary list of words such as 'draw', 'make' and 'write', which are essential for early readers to successfully understand and complete academic tasks independently.

Engage Literacy ensures that children are exposed to texts that match their developmental reading level, enabling greater potential for reading success and enhancing fluency. As they move through the levels in *Engage Literacy*, children will encounter words they have met in texts from the previous levels. The earlier levelled texts have a ratio of introduced words to known words of 1:20.

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

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

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

Up and Down

Level 2 Fiction

Word count: 58

Curriculum link: animals/minibeasts, science, environment

Text type: narrative

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

High-frequency words introduced: and, can, down

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

Example inferential questions:

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

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

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

Above: Inside front cover

• **Teacher's Resource**

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

• **Digital Posters**

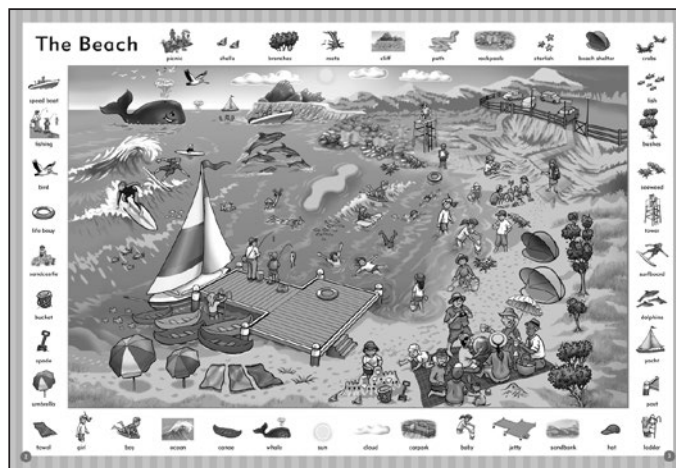
The *Engage Literacy Digital Posters* can be used on individual computers and IVBs. They feature rhymes, poems, songs and chants that link to each fiction and non-fiction text at Levels 1 to 15. The posters can be used with the whole class or a small group and encourage the development of speaking and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



Above: Digital Poster

• **Oral Language Big Books**

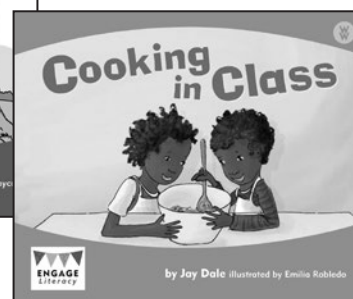
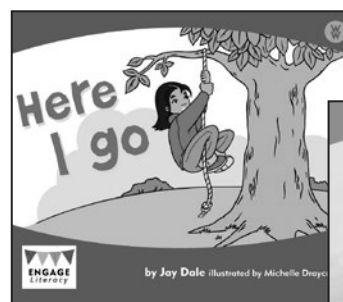
These large-format books promote children's oral language and visual literacy skills. Extensive teaching notes have been provided, which include comprehensive question stems. English as a Second Language (ESL) students and English Language Learners (ELL) will benefit greatly from the vocabulary covered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



Above: Oral Language Book A spread

• **Wonder Words pack**

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



Above: Wonder Words titles

Fiction and non-fiction texts

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

Fiction

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

Non-fiction

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

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

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

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

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

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

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

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

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

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

Teacher's Resource

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

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

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

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

How to use *Engage Literacy* in the classroom

EXAMPLE READING LESSON

Whole class (10 minutes)

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

Discuss one or more of the following:

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

Whole class—strategy development (10 minutes)

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

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

Small-group activities (30 to 35 minutes)

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

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

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

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

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

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

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

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

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

Whole-class sharing (5 to 10 mins)

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

Assessment

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

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

How to use the Running Records

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

What is the purpose of a Running Record?

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

Preparation

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

Making a Running Record

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

Reading symbols

No errors

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

Errors

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

Reading strategies

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

Interpreting the Running Record

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

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

The total number of words

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

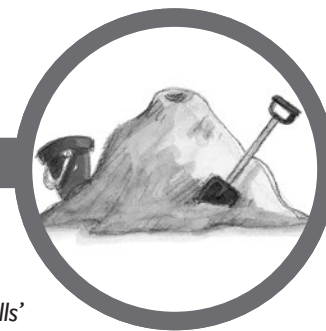
$$\frac{114}{126} \times 100 = 90.5\%$$

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

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

The Volcano Sand Hill

Level 9 Fiction Word count: 163 Text type: Narrative



High-frequency words introduced: be, fast, I'm, it's, lots, make/making, new

High-frequency words consolidated: have, help/ed, of, one, top, very

Linking texts: *Volcano Bubbles* (non-fiction); *Digital Poster 'Building Sand Hills'*

Curriculum links: me/family, creative play

Phonological awareness: rhyming words; split digraph 'a_e'; double consonants; suffix 's'; contractions 'I'm', 'It's'

Story summary: Alex is making lots of little sand hills in his sandpit. When he gets new sand he makes a big sand hill. Mum collects things from the kitchen to make a volcano. They put all the things in the jar and the volcano bubbles over!

Tuning in

- Look at pictures of volcanoes. Discuss what volcanoes are. Ask, *What do volcanoes look like? What shape are volcanoes? What comes out of volcanoes?*
- Have children make small and big sand hills in a tray of sand or in a sandpit. Compare the different sizes of sand hills and ask, *Which one uses more sand?* Use this as an opportunity to develop language and vocabulary.

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask, *How many words are in the title? Can you see any high-frequency words? Can you find the word 'volcano'? How can we work out these words?* Discuss the illustration on the front cover and link to children's personal experiences.
- Flip through the book, discussing events and illustrations. Promote language that is used throughout the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *Where is Alex playing? What is he making in the sandpit?*

pages 4–5: Ask, *Where do you think they might put the new sand? What do you think Alex will do with the new sand?*

pages 6–7: Ask, *What is Alex doing with the sand? If Alex doesn't make little sand hills, what size sand hills might he make?*

pages 8–9: Ask, *What size sand hill is Alex making?*

pages 10–11: Ask, *What size sand hill has he made? How do you think Alex is feeling? How could they make the sand hill into a volcano? Who could help Alex make the volcano?*

pages 12–13: Ask, *What room has Mum gone into? What things has Mum collected? What do you think they are going to do with those things?*

page 14: Ask, *Why have they made a hole at the top of the sand hill? Where are they putting the jar?*

page 15: Ask, *What is Mum doing with the things from the box? What do you think will happen?*

page 16: Ask, *What is coming out of the volcano? How are they coming out? Do you think Alex is having fun? Why do you think that?*

Reading the text

- Have children read independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.
- Discuss reading strategies with students. During reading ask, *How could you work out this word? Did that make sense?*
- Ask students to relate the story to their own experiences. Ask, *Have you ever made a big sand hill?*
- Talk about the characters in the story and their role.
- Have children retell the story in their own words.
- Ask inferential questions such as: *Why did Alex decide to make a big sand hill? Where do you think they got the new sand from? Why do you think Alex wanted to make his sand hill into a volcano? What do you think Alex and Mum will do now?*

After reading

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

Choose from the following activities.

Comprehension

- **Sequencing:** Draw a 'Beginning, Middle, End' chart on the board. Turn through the text and encourage students to role-play the events. Discuss whether the events occur at the beginning, middle or end and record them on the chart. Have children complete **PW 1** (page 3), reading the sentences, matching them to the pictures, then sequencing by pasting them in the table.
- **Compare and contrast:** Discuss the opposites in the text, i.e. 'big' and 'little'. Brainstorm and record things that are big or little. Discuss what 'opposite' means. Ask children

- what other opposites they can think of. Encourage them to act out different opposites, e.g. 'fast' and 'slow'; 'up' and 'down'.

Phonological awareness

- Have children locate 'hill' in the text and discuss how to read it. Brainstorm and list words that rhyme with 'hill', e.g. 'fill', 'spill', 'pill'. Discuss how these are rhyming words because they have the same ending. Have children complete **PW 2** (page 4), adding 'ill' to finish the words and drawing pictures to match. They then read the 'ill' words and match them to the pictures.
- As a group, find 'make' in the text. Discuss the split digraph 'a_e'. Explain that when there is a silent 'e' on the end of a word you make a long sound for the previous vowel instead of the short vowel sound. Have children find silent 'e' words in the text; record them. Cover the 'e' in each word and have children sound it out with a short vowel sound and then uncover the 'e' and have children read the word using the silent 'e' strategy. Brainstorm other silent 'e' words.
- Ask children to identify words in the text that have double consonants, i.e. 'little', 'hill', 'all', 'bubbles'. Discuss that when there are double letters in a word you only say the sound once. Brainstorm and list other words with double consonants such as 'ball'. Have children circle the double consonants and sound out the words.
- Discuss how 's' on the end of a word changes how we read it and also changes its meaning. Talk about how 'hill' means there is one hill. Discuss how 'hills' means there is more than one hill. Draw pictures to illustrate. Continue by comparing 'bubble' and 'bubbles'. Have children find words with the suffix 's' in the text.
- Talk about the contractions in the text: 'I'm' and 'it's'. Discuss how a contraction has an apostrophe to show that two words have been joined. Write 'I am' and 'I'm' and show how the apostrophe is written instead of the 'a' when the words are joined. Repeat for 'it's'. Find the contractions in the text.

Vocabulary

- *Visual recognition of high-frequency words:* 'be', 'fast', 'I'm', 'it's', 'lots', 'make/making', 'new'. Ask children to identify these words in the text. Write them on cards (two cards for each word) and play card games such as Snap.

Fluency

- Introduce the concept of 'reading like talking'. Have children practise this concept by reading pages of the text to each other.
- Discuss the concept of speech marks and using a 'talking voice' for words between the speech marks. Model this and have children practise using the text.

Text conventions

- *Speech marks:* Discuss speech marks. Explain that text between the speech marks is what a character is

saying. Have children identify speech marks in the text. Copy the text from page 14 onto a sheet of paper. Tell children to colour over the words that are between the speech marks. Have them role-play the conversation by reading the text between the speech marks.

- *Sentence features:* Discuss how sentences begin with an upper-case letter and end with a full stop, exclamation mark or question mark. Turn to different pages of the text and ask, *How many sentences are on this page? How do you know where the sentence starts? How do you know where the sentence ends?*
- *Text emphasis/bold font:* Discuss how the words 'little' and 'big' are bold in the text and how this influences the way the text is read.
- *Exclamation marks:* Talk about how exclamation marks influence the way the text is read. Have children identify exclamation marks in the text. Practise reading sentences with exclamation marks and compare this with how they would be read if there were no exclamation marks.
- *Question marks:* Talk about question marks and their use in the text. Discuss how questions need an answer. As a group, write questions with a question mark at the end and then record the answers.

Writing

- Discuss how question marks alert readers to questions and how questions are matched with an answer. Record questions about the text on paper and encourage children to say the answer. Ask, *Where was Alex making the sand hills? What did Mum get from the kitchen?* Have children complete **PW 3** (page 5), recording the question marks and writing the answers to the questions. Encourage them to refer to the text if necessary.

► ELL engagement

- Discuss places where you could make sand hills, e.g. playground, beach. Go outside and identify different parts of the playground. Draw a picture of a playground and label the different things found there. On another piece of paper, draw a picture of a beach. Brainstorm and draw things that would be at a beach. Identify where on both pictures you could make a sand hill.
- Show children items used in a sandpit, e.g. bucket, spade, rake, sand mould. Promote language through discussion of the objects. Encourage children to use adjectives to describe the items.

► 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 3 could be kept in the child's portfolio
- Complete Running Record (page 121)

Name: _____ Date: _____

Beginning, middle, end

You will need: scissors, glue

- Cut out the pictures.
- Paste the pictures under Beginning, Middle or End.
- Read the sentences and cut them out.
- Paste the sentences under Beginning, Middle or End.

Beginning	Middle	End
← paste →	← paste →	← paste →
← paste →	← paste →	← paste →



Red bubbles came out of the volcano. They came out very fast!



Alex is playing in his sandpit. He is making lots of little sand hills.



"This is a very big sand hill," said Alex. "I can make it into a volcano."

Main teaching focus

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

Other teaching focus

Comprehension: Reading sentences and matching to pictures.

Teacher's note

Children read the sentences and match them to the pictures, then sequence them by pasting them in the table.

Name: _____ Date: _____

'ill' words

You will need: coloured pencils

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

h _ _ _	f _ _ _	b _ _ _	ch _ _ _
p _ _ _	m _ _ _	g _ _ _	sp _ _ _

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

pill gill spill fill chill hill mill



Main teaching focus

Phonological awareness: Reading words that end with 'ill'.

Other teaching focus

Phonological awareness: Separating words into sounds and building new words.

Teacher's note

Children add 'ill' to finish the words and draw pictures to match. They then read the 'ill' words and match them to the pictures.

Name: _____ Date: _____

Questions and answers



- Read the questions and write in the question marks.
- Write sentences to answer the questions.

What did Alex make in the sandpit

Who can you see in the sandpit

What came out of the volcano

What did Alex get to make the volcano

Main teaching focus

Comprehension: Literal comprehension—
answering questions.

Comprehension: Recalling events from the text.

Other teaching focus

Text conventions: Question
marks, questions and answers.

Teacher's note

Children read each question and write a question mark
at the end. They then write answers to the questions.

Note: introduce the 'question words' featured in italic.

Baby Dinosaur is Lost

Level 9

Fiction

Word count: 170

Text type: Narrative



High-frequency words introduced: but, find/ing, gone, had, him, lost, saw, woke

High-frequency words consolidated: brown, have, help/ed, her, yes

Linking texts: *Dinosaurs* (non-fiction)
Digital Poster 'Oh I Want To Be a Great Big Dinosaur'

Curriculum links: me/family, community

Phonological awareness: adjacent consonants 'br'; rhyming words; suffix 'ing'; digraphs 'th', 'sh', 'wh'; 'y' as in 'my'

Story summary: Baby Dinosaur is upset when she wakes up to find that Father Dinosaur is gone. Mr Brown comes along and helps Baby Dinosaur look for Father Dinosaur.

Tuning in

- Discuss dinosaurs. Ask, *What do you think dinosaurs looked like? Where would dinosaurs have lived? What did dinosaurs do?* Discuss the different types of dinosaurs—some dinosaurs walked, some dinosaurs flew, some dinosaurs ate meat, some dinosaurs ate plants. Encourage children to role-play dinosaur movements. Ask, *Can you stomp like a dinosaur? Can you crawl like a dinosaur? Can you roar like a dinosaur?*
- Discuss what it means to be lost and the importance of staying with adults and not wandering off. Relate this to children's personal experiences. Ask, *Have you ever been lost? What happened? What should you do if you are lost? Who could you ask to help you?* List things children could do if they were lost.

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask, *How many words are in the title? Can you see any words you know? Can you find the word 'dinosaur'? How did you know that word would be 'dinosaur'?* Discuss the illustrations on the front and back covers. Ask, *What characters do you think will be in the story? What do you think is going to happen? How do you think this character is feeling?* Read the blurb with the children.
- Flip through the book, discussing events and illustrations. Promote language that is used throughout the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.
pages 2–3: Say, Baby Dinosaur has just woken up. Can she see Father Dinosaur? Why does she look worried?
pages 4–5: Ask, Who do you think Baby Dinosaur is looking for? Can she find him? Which way is she looking? What do you think she is saying?
pages 6–7: Ask, Who can Baby Dinosaur see? Do you think Mr Brown could help Baby Dinosaur? Why does Mr Brown need to help Baby Dinosaur?
pages 8–9: Ask, What have Baby Dinosaur and Mr Brown gone up? What are they doing at the top of the hill? Why are they looking this way and that? Have they found Father Dinosaur?
pages 10–11: Ask, Why is Baby Dinosaur very sad?

Do you think Mr Brown will still help Baby Dinosaur to find Father Dinosaur?

page 12: Ask, What is Father Dinosaur doing? What do you think he is shouting? Why would he be shouting?

page 13: Ask, Why is Baby Dinosaur so happy? Where is Baby Dinosaur?

pages 14–15: Ask, Where did Father Dinosaur go when Baby Dinosaur was asleep? How do you know? Why did Father Dinosaur go to the river?

page 16: Ask, How did Mr Brown help Baby Dinosaur? What do you think Father Dinosaur is saying to Mr Brown?

Reading the text

- Have children read independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.
- Discuss reading strategies with children. During reading ask, *How could you work out this word? Did that make sense?*
- Ask children to relate the story to their own experiences. Ask, *Have you ever been lost? Have you ever looked for something?*
- Ask children to predict what will happen on the next page and how the story might end.
- Talk about the characters in the story and their role.
- Have children retell the story in their own words.
- Ask inferential questions such as: *Why was Baby Dinosaur so upset when she woke up? Why is Mr Brown a kind character? Was it a good idea for Father Dinosaur to go to the river? Why/Why not? What else could Baby Dinosaur have done to find Father Dinosaur? What would have happened if Mr Brown hadn't come?*

After reading

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

Choose from the following activities.

Comprehension

- *Characters:* List the characters on the board. Talk about the appearance of the different characters and discuss what they do during the story. Record children's ideas and compare and contrast the characters. Discuss how the characters feel during events in the story. Ask, *How do you think Baby Dinosaur felt when she woke up and saw that Father Dinosaur was gone? How do you think Father Dinosaur felt when he saw Baby Dinosaur?* Discuss and list different words that describe feelings, e.g. 'scared', 'lonely', 'sad', 'worried', 'happy', 'caring', 'upset', 'grateful'. Have children complete **PW 4** (page 8), reading the sentences, then drawing and writing how the character would feel.
- *Sequencing:* As a group, discuss the events in the story. Turn through the book and encourage children to role-play events. Turn to random pages and ask, *What happened next?* Draw a story map on paper and explain to the children that it will help to record the events of the story. Ask children to recall events of the text. Draw the events in boxes on the story map.

Phonological awareness

- Find 'brown' in the text and discuss the adjacent consonants 'br'. Brainstorm and record other 'br' words and have children practise reading these words by sounding out the 'br' at the beginning of the word. Repeat for 'cried' and the 'cr' blend.
- Have children locate 'find' in the text and discuss how to read it. Brainstorm and list words that rhyme with 'find', e.g. 'kind', 'mind', 'behind'. Discuss how these are rhyming words because they have the same ending.
- As a group, locate 'finding' in the text. Cover up the 'ing' ending and ask children if they can identify the word 'find'. Discuss how words are read differently if they have 'ing' on the end. Write other words and add 'ing' to the end, e.g. 'jump/jumping', 'go/going', 'pick/picking'. Have children practise reading these words.
- Talk about the consonant digraphs 'th', 'sh' and 'wh'. Ask, *What sound do you make if you see these letters together?* Ask children to find 'th', 'sh' and 'wh' words in the text.
- Discuss the long 'i' sound in 'my'. Have children find 'my' in the text. Brainstorm other words with the long 'i' sound, e.g. 'by', 'shy', 'cry' and 'fry'.

Vocabulary

- *Visual recognition of high-frequency words:* 'but', 'find/ing', 'gone', 'had', 'him', 'lost', 'saw', 'woke'. Ask children to identify these words in the text. Write the words on flash cards. Have children practise reading the words.
- Find 'saw' in the text. Talk about the sounds in the word and discuss how it is an interesting word because it has three letters but only two phonemes.
- Have children complete **PW 5** (page 9), by writing each high-frequency word twice on the cards, cutting out the cards and playing Concentration with a friend.

Fluency

- Introduce the concept of 'reading like talking'. Have children practise this concept by reading pages of the text to each other.
- Discuss the concept of speech marks and using a 'talking voice' for words between the speech marks. Model this and have children practise using different pages of the text.

Text conventions

- *Sentence features:* Talk about sentences, upper-case letters and full stops. Discuss how sentences begin with an upper-case letter and end with a full stop, exclamation mark or question mark. Select a page in the book. Ask, *How many sentences are on this page? How do you know where the sentence starts? How do you know where the sentence ends?*
- *Text emphasis/upper-case letters:* Discuss why the words 'BABY DINOSAUR' are shown in upper-case letters on page 12. Discuss how this influences the way we read.
- *Text emphasis/bold font:* As a group, talk about how 'am' is bold on page 6. Explain how we emphasise the bold word or use a louder voice when we read it. Model this to children and encourage them to practise. Discuss ways emphasis can be shown (upper-case letters and bold).
- *Upper-case letters:* Talk about how when we write people's names we use an upper-case letter at the beginning. Have children find names in the text. Write children's names, emphasising the upper-case letter.

Writing

- Have children draw pictures of what happened at the beginning, middle and end of the story. Ask them to write sentences that retell what happened at these parts of the story. Encourage children to use upper-case letters and full stops for sentences and also upper-case letters for names of characters.

► ELL engagement

- Look at and discuss pictures of dinosaurs, e.g. compare their colour, size and the number of legs. Ask, *How are the dinosaurs the same/different?*
- Introduce the concept of a habitat as a place where something lives. Discuss and list what you would find in a dinosaur habitat. As a group, draw a picture of a habitat where you might have found a dinosaur. Include things such as trees, rivers, rocks, sand, bushes, vines, ferns, grass and mud. Label the drawing with the children. Have children complete **PW 6** (page 10), cutting out words and labelling the dinosaur habitat picture. Encourage children to sound out or to use the beginning sounds to help them read the words.

► 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 122)

Name: _____ Date: _____

Characters' feelings

You will need: coloured pencils

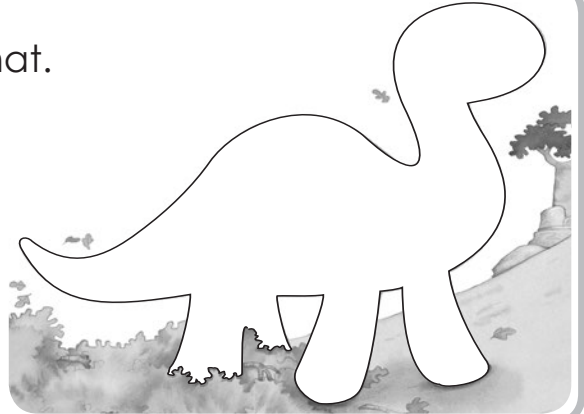
- Read the sentences and look at the characters in the book.
- Draw each character's face to show how they were feeling.
- Write how each character was feeling.

Pages 4 and 5

Baby Dinosaur looked this way and that.

"Where is my father?" she cried.

"I can not find him!"



Page 12

"BABY DINOSAUR!"

shouted Father Dinosaur.



Page 14

"Oh, Baby Dinosaur,"

said Father Dinosaur.

"I went to the river for a drink."



Main teaching focus

Comprehension: Inferential comprehension—inferring characters' feelings.

Other teaching focus

Comprehension: Recalling events from the text and linking events to personal experiences.

Teacher's note

Children read the sentences and decide how the characters are feeling. They then draw the expressions on the blank faces and write sentences about the characters' feelings.

Name: _____ Date: _____

Concentration



You will need: scissors

- Write each word twice onto a blank card below.
- Cut out the cards and play Concentration with a friend.

but find finding gone had
him lost saw woke

<p>Main teaching focus <i>Vocabulary:</i> Visual recognition of high-frequency words.</p>	<p>Other teaching focus <i>Spelling:</i> Recognition of letters in high frequency words.</p>	<p>Teacher's note Children write each high-frequency word twice on the blank cards. They then cut out the cards and play Concentration with a friend.</p>
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Name: _____

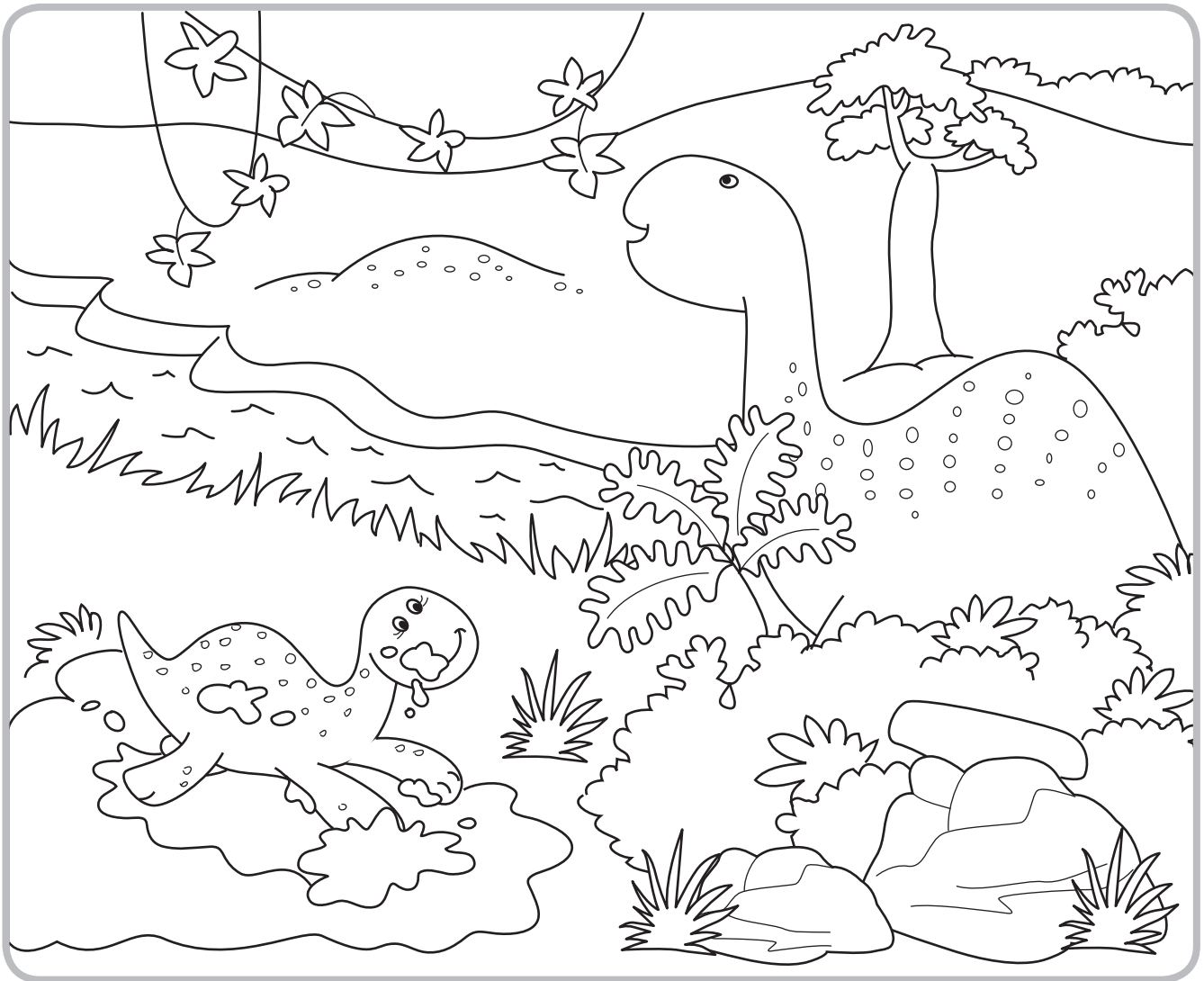
Date: _____

A dinosaur habitat

You will need: scissors, glue, coloured pencils

- Colour the picture.
- Cut out the words.
- Paste the words next to the objects in the picture.

tree	bushes	fern
vines	rocks	sand
mud	grass	river



Main teaching focus

Oral language development:
Dinosaur habitat language.

Other teaching focus

Graphophics: Initial letter
names/sounds.

Teacher's note

Children colour the picture and paste the
words next to the objects in the picture.

Lea Bakes an Apple Pie Surprise

Level 9 Fiction Word count: 173 Text type: narrative



High-frequency words introduced: bake, baked, be, from, lots

High-frequency words consolidated: love, out, yes

Linking texts: *Lea Bakes an Apple Pie Surprise* E-Book
We Can Measure (non-fiction)

Curriculum link: me/family

Story summary: Lea and Dad pick four big apples off the tree. They make an apple pie and put it in the oven. Lea surprises Grandma with the apple pie when she comes to visit.

Tuning in

- Show children a collection of different apples (or pictures of apples). Ask children to discuss the colour, shape and texture of the apples. Cut open an apple and identify the different parts of an apple, such as the core, stem, seeds and skin. Allow children to taste a piece of apple and describe how it tastes.

Book walk

- Introduce the story. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title? Can you see any words that begin with the same letter? Can you see any high-frequency words in the title?*
- Discuss the cover illustrations and encourage children to make predictions about the text. Ask, *What can you see? What are Lea and Dad doing? What do you think they are making? What things are they using to make the apple pie surprise?*
- Ask children to look at the back cover of the book. Read the blurb and get children to predict what they think will happen in the story.
- Flip through the book. Encourage discussions about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and assist us with reading unfamiliar words.

pages 2–3: Ask, *What can Lea see on the tree outside? What could they make with the big red apples on the tree? Why do you think Lea wants to bake an apple pie for Grandma?*

pages 4–5 Ask, *Could they make an apple pie for Grandma when she comes today? Why will the apple pie be a surprise for her?*

pages 6–7 Ask, *What did Dad and Lea get from the shed? Why did they need to get a ladder and a basket? Why is Lea picking four big red apples? What do you think Lea and Dad will do next??*

pages 8–9 Ask, *What things did they get out to make the pie? What did Lea have to put in the bowl? Where is the milk? Where is the flour? Where is the butter? What is Lea mixing?*

pages 10–11: Ask, *Why do you think that Dad cut up the apples? What goes into the big pot? Why are they cooking the apples and sugar in the big pot? What is going bubble, bubble, bubble?*

pages 12–13: Ask, *What is Lea plopping into the pie?*

Why is she putting the apples in the pie? Where does the pie go now? Why does it need to go in the oven? Does the pie look good?

pages 14–15: Ask, *Who is here now? Do you think the pie can come out of the oven now?*

page 16: Ask, *What is Lea showing to Grandma? Do you think Grandma is surprised? Do you think she loves the apple pie?*

Reading the text

Ask children to read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences. Identify words children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*

- Encourage children to look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Ask children to predict what might happen on the next page and how the text might end.
- Have the children relate the text to their own experiences. Ask, *Have you ever baked an apple pie? Have you ever made a surprise for someone?*
- Ask children to summarise the text in their own words. Ask, *What happened in the story? What did Lea and Dad do in the story? What things did they need to do to make the apple pie surprise?*
- Ask inferential questions, such as *Why did they need to get a ladder when they went out to the apple tree? Why is Dad looking in that book while Lea is mixing everything in the bowl? Why did the pie need to go in the oven? What do you think they did after they showed the apple pie to Grandma?*

After reading

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

Choose from the following activities.

Comprehension

- **Sequencing:** Ask children to discuss the events of the

story. Provide children with pieces of paper. Get them to each draw a picture of an event from the story. Then get children to sequence the pictures by placing them in the right order. Encourage children to retell the story using the sequenced pictures as prompts. Ask children to complete **PW 7** (page 13).

- *Cloze*: Flip through the book and ask children to recall what happened at that part in the story. Copy sentences from the text onto paper, but leave a word out in each sentence, e.g. 'She got 4 big _____ apples.' 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.

Phonological awareness/Graphophonics

- Discuss the initial consonant digraph 'sh.' Talk about how these two letters together make the sound 'sh' and aren't sounded separately as 's-h.' Brainstorm and record other words that begin with 'sh.' Repeat with the consonant digraphs 'ch.'
- Discuss the initial consonant blend 'gr.' Write this blend on the board and talk about how when these letters are next to each other, we blend the sounds together rather than sounding the letters separately. Brainstorm and record words that begin with 'gr.' Ask children to practise blending the sounds at the beginning of the words. Repeat with other consonant blends.
- Ask children to find words with the suffix 'ed.' Talk about the sound these letters make at the end of a word. Talk about how 'ed' on the end of a word means it is in past tense (i.e. it has already happened).
- Talk about how the suffix 's' changes the way we read a word. Ask children to find words in the text that have an 's' ending and Get them to practise reading the words. Find 'apple' and 'apples' and ask children to compare the words. Talk about how the 's' on the end of the word means there is more than one apple.
- Ask children to identify words in the text that have double consonants: 'apple,' 'will,' 'ladder,' 'butter,' 'bubble.' As a group, discuss that when there are double letters in a word you only say the sound once.
- Discuss syllables. Select words from the text and say them aloud, such as 'apple.' Ask children to clap and count the syllables. Get children to find words that have one, two or three syllables.

Vocabulary

- *Visual recognition of high-frequency words*: 'bake,' 'baked,' 'be,' 'from,' 'lots,' 'love,' 'out,' 'yes.' Ask children to locate these words in the text. Get them to count how many times each high-frequency word appears in the text.
- Ask children to write each of the high-frequency words on cards (two cards for each word). Children can use the cards to play Snap or Memory with a friend.
- Ask children to complete **PW 8** (page 14).

Fluency

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

Text conventions

- *Sentence features*: Discuss how sentences begin with capital letters and end with full stops. Turn to different pages of the text and get children to identify the capital letters and full stops. Ask, *How many sentences are on this page?*
- *Front cover*: Ask children to talk about the features of the front cover of the book. Discuss how it shows the title, author and illustrator. Get children to look at the illustration on the front cover. Ask, *Why do you think this picture is on the front cover?*
- *Speech marks*: Discuss speech marks and explain how they show us that a character is talking. Ask children to identify speech marks in the text.
- *Text emphasis/bold font*: Discuss why 'Mix! Mix! Mix!' is shown in large, bold letters on page 8. Discuss how when the font is different it influences the way we read the text. Ask children to find other examples of large, bold font in the text.
- *Exclamation point*: Identify the exclamation points in the text. Talk about how authors use exclamation points when they want to show something is important or exciting. Discuss how readers change their voice when there is an exclamation point. Ask children to practise changing their tone when reading sentences with an exclamation point.
- *Question mark*: Talk about how a question mark is used at the end of a question, rather than a full stop. Encourage children to count the question marks in the text.

Writing

- As a group, discuss how Lea baked an apple pie. Get children to recall the ingredients she used, the equipment and utensils she needed and the steps that she did. Ask, *What did she do first? What was the next step? What part did Dad help her with? What was the final thing she did?* Have children write a recipe for making an apple pie using **PW 9** (page 15).

► English Language Learners

- Discuss how apples are a type of fruit. As a group, brainstorm and record the names of different types of fruit. If possible, provide children with pictures of fruit to look at. Encourage children to describe the fruit. Ask, *What does it look like? What colour is it? What shape is it?* Encourage children to compare and contrast pieces of fruit.

► 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 123)

Name: _____ Date: _____

Story map

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

- Cut out the pictures and paste them in order on a long strip of paper.
- Retell the story by writing sentences to match each picture.



Main teaching focus

Comprehension: Sequencing pictures from the text

Other teaching focus

Comprehension: Recalling events from the text; retelling events from the story

Teacher's note

Children cut out the pictures and paste them in order on a strip of paper. They write sentences under each picture to retell the story.

Name: _____ Date: _____

Word find

- Find the words in the box in the word find. Circle the words when you have found them.
- Write the words at the bottom of the page in a sentence.

bake	baked	be	from	lots	love	out	yes
------	-------	----	------	------	------	-----	-----

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

baked: _____

from: _____

lots: _____

Main teaching focus

Vocabulary: Visual recognition of high-frequency words

Other teaching focus

Vocabulary: Using high-frequency words in a sentence

Teacher's note

Children search for the high-frequency words in the word find and circle them once they find them. Then they write the high-frequency words at the bottom of the page in a sentence.

Name: _____ Date: _____

Apple pie recipe

- Write a recipe for apple pie. Record the ingredients and utensils you would use and then write the steps you would need to follow.
- Draw a picture of your apple pie.

<p>Ingredients</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Utensils</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Steps</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>4. _____</p> <p>_____</p> <p>5. _____</p> <p>_____</p>	

Main teaching focus

Writing: Writing a simple procedural text

Other teaching focus

Comprehension: Recalling events from the text

Teacher's note

Children use the events from the story to write a recipe for an apple pie. They record the ingredients and utensils needed to make the pie. Then they write the steps to make an apple pie.

Swim, Duck, Swim!

Level 9 Fiction Word count: 175 Text type: narrative



High-frequency words introduced: fast, it's, make, please, stay

High-frequency words consolidated: all, help, out, top, very, yes

Linking texts: *Swim, Duck, Swim!* E-Book
You Can Do It! (non-fiction)

Curriculum links: environment, physical activity, play, character/citizenship

Story summary: Duck likes to swim in the little pond. All his friends are going to swim in the big pond, but Duck is scared. Each of the friends help Duck by showing him what he needs to do to swim in the big pond. Duck is then able to swim in the big pond, too.

Tuning in

- Ask children to talk about swimming. Ask, *Where do you like to swim? What do you do when you are swimming?* Get children to explain how they move their body when they are swimming. Encourage children to discuss why they enjoy going swimming.

Book walk

- Introduce the story. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title? Can you see any words that begin with the same letter? Can you see any high-frequency words in the title?*
- Discuss the cover illustrations and encourage children to make predictions about the text. Ask, *What can you see? What is Duck doing? How do you think Duck is feeling? Why do you think Duck might be feeling scared? What are the other animals doing?*
- Ask children to look at the back cover of the book. Read the blurb and get children to predict what they think will happen in the story.
- Flip through the book. Encourage discussions about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and assist us with reading unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3 Ask, *Where does Duck like to swim? Why do you think he likes to swim in the little pond? Would all of the other animals fit in the little pond as well? Where do you think the other animals are going to swim?*

pages 4–5 Ask, *What is Duck looking at? Why do you think he is looking at the pond and his feet? Is this pond big or small? Do you think the big pond would be deep, too?*

pages 6–7 Ask, *How do you think Duck is feeling? Why do you think he is very scared? Would his friends be able to help him? What could they do to help Duck?*

pages 8–9 Ask, *What is Mouse doing with his tail? How does it make him swim in and out? Do you think Duck might be able to move his tail like that?*

pages 10–11 Ask, *What is Hen doing with her feet? How does it help her to stay on top of the water? Would moving their feet like that help them to swim fast, too? Do you think Duck can move his feet like that?*

pages 12–13 Ask, *What is Goat doing with his head?*

How does it help him go down into the water and to come up? Do you think Duck might be able to make his head go like that in the water?

pages 14–15 Ask, *Is Duck able to swim in and out? Is he able to stay on top of the water and go fast?*

page 16 Ask, *Is Duck able to go up and down, too? Can Duck swim in the big pond now? How do you think Duck is feeling now?*

Reading the text

Ask children to read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences. Identify words children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*

- Encourage children to look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Ask children to predict what might happen on the next page and how the text might end.
- Have the children relate the text to their own experiences. Ask, *What do you do when you are trying to swim? Have you ever been very scared of something? How have your friends helped you when you have been very scared?*
- Ask children to summarise the text in their own words. Ask, *What happened in the story? What did Duck do in the story? How did the animals help Duck? What happened in the end of the story?*
- Talk about the complication and resolution. Ask, *What was the problem in the story? How was the problem solved? What happened in the end of the story?*
- Identify the characters in the story. Ask children to discuss their traits and role in the story.
- Ask inferential questions, such as *Why do you think Duck liked the little pond? Why can't all the animals swim in the little pond? Why is Duck very scared of the big pond? What could Sheep teach Duck about swimming? Why is Duck happy after his friends have helped him?*

After reading

Focus on meaning, structure and visual cues that children

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

Choose from the following activities.

Comprehension

- *Recall:* Ask children to discuss the characters and their actions in the story. Then talk about what each character said in the story. Get children to role play events from the story and encourage them to use characters' speech from the text. Ask children to complete **PW 10** (page 18).
- *Summarising:* Ask children to talk about the events of the text. Flip through the pages and get children to explain what is happening. Ask, *What happened before this? What happened next?* As a group, summarise the story by retelling what happened in the beginning, middle and end of the story.

Phonological awareness/Graphophonics

- Discuss the initial consonant blend 'sw.' Write this blend on the board and talk about how when these letters are next to each other, we blend the sounds together rather than sounding the letters separately. Brainstorm and record words that begin with 'sw.' Ask children to practise blending the sounds at the beginning of the words. Repeat with other consonant blends (i.e. 'st,' 'sc,' 'pl'). Ask children to complete **PW 11** (page 19).
- Get children to find words with the suffix 'ed.' Talk about the sound these letters make at the end of a word. Talk about how 'ed' on the end of a word means it is in past tense (i.e. it has already happened).
- Find words in the text with long vowel sound 'ee.' Talk about the sound 'ee' makes and get children to practise sounding words from the text to emphasise the 'ee' sound, such as 'sh-ee-p.'
- Find 'duck' in the text. Discuss the final consonant blend 'ck' and how these two letters are sounded together to make one single sound 'ck,' rather than sounding 'c-k.' Brainstorm and record other words that end in 'ck' and ask children to circle the 'ck' ending.

Vocabulary

- *Visual recognition of high-frequency words:* 'fast,' 'it's,' 'make,' 'please,' 'stay,' 'all,' 'help,' 'out,' 'top,' 'very,' 'yes.' Ask children to locate these words in the text. Get them to count how many times each high-frequency word appears in the text.
- Ask children to write each of the high-frequency words on cards (two cards for each word). Children can use the cards to play Snap or Memory with a friend.
- Get children to write the high-frequency words over and over in different styles of lettering. Encourage them to write the words in upper- and lowercase letters, bubble writing, block writing and so on. Ask children

to read a partner's words to encourage recognition of words.

Fluency

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

Text conventions

- *Sentence features:* Discuss how sentences begin with capital letters and end with full stops. Turn to different pages of the text and ask children to identify the capital letters and full stops. Ask, *How many sentences are on this page?*
- *Front cover:* Ask children to talk about the features of the front cover of the book. Discuss how it shows the title, author and illustrator. Get children to look at the illustration on the front cover. Ask, *Why do you think this is a good picture to have on the front cover?*
- *Speech marks:* Discuss speech marks and explain how they show us that a character is talking. Ask children to identify speech marks in the text.
- *Exclamation point:* Identify the exclamation points in the text. Talk about how authors use exclamation points when they want to show something is important or exciting. Discuss how readers change their voice when there is an exclamation point. Ask children to practise changing their tone when reading sentences with an exclamation point.
- *Question mark:* Talk about how a question mark is used at the end of a question, rather than a full stop. Encourage children to count the question marks in the text. Ask children to ask each other questions and record them with a question mark at the end.

Writing

- Get children to think about a time when a friend has helped them. Ask, *Why did you need help? What was your problem? How were you feeling? What did your friend do to help you? How did you feel after your friend helped you?* Ask children to write a recount to share their experience.

► English Language Learners

- Get children to make character puppets using the templates on **PW 12** (page 20). Children can then use their puppets to retell the events of the story. Promote and support children's language development during the experience.

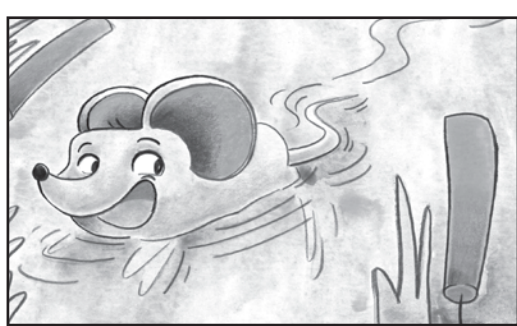
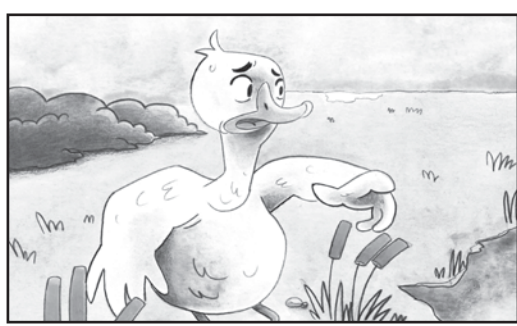
► Assessment

- 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 124)

Name: _____ Date: _____

Who said that?

- Draw a line to match the character to what they said in the story.



You can move your tail like this.

It will help you to stay on top of the water.

I am very scared. Can you help me?

You can make your head go like this.

It will help you swim in and out!

You can move your feet like this.

Look at me! I **can** swim!

It will help you go down in the water. It will help you to come up, too!

Main teaching focus
Comprehension: Recalling what a character says in a text

Other teaching focus
Comprehension: Recalling events from the text; Exploring characters

Teacher's note
Children draw a line to match each character to what they said in the story.

Name: _____ Date: _____

Sw Sc St

- Write words that begin with 'sw,' 'sc' and 'st.'
- You can draw a picture to match your words.

<p>SW</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>SC</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>st</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Main teaching focus

Graphophonics: Initial consonant blends 'sw,' 'sc' and 'st' – identifying and recording words that begin with 'sw,' 'sc' and 'st.'

Other teaching focus

Writing: Spelling words using sound–letter correspondence

Teacher's note

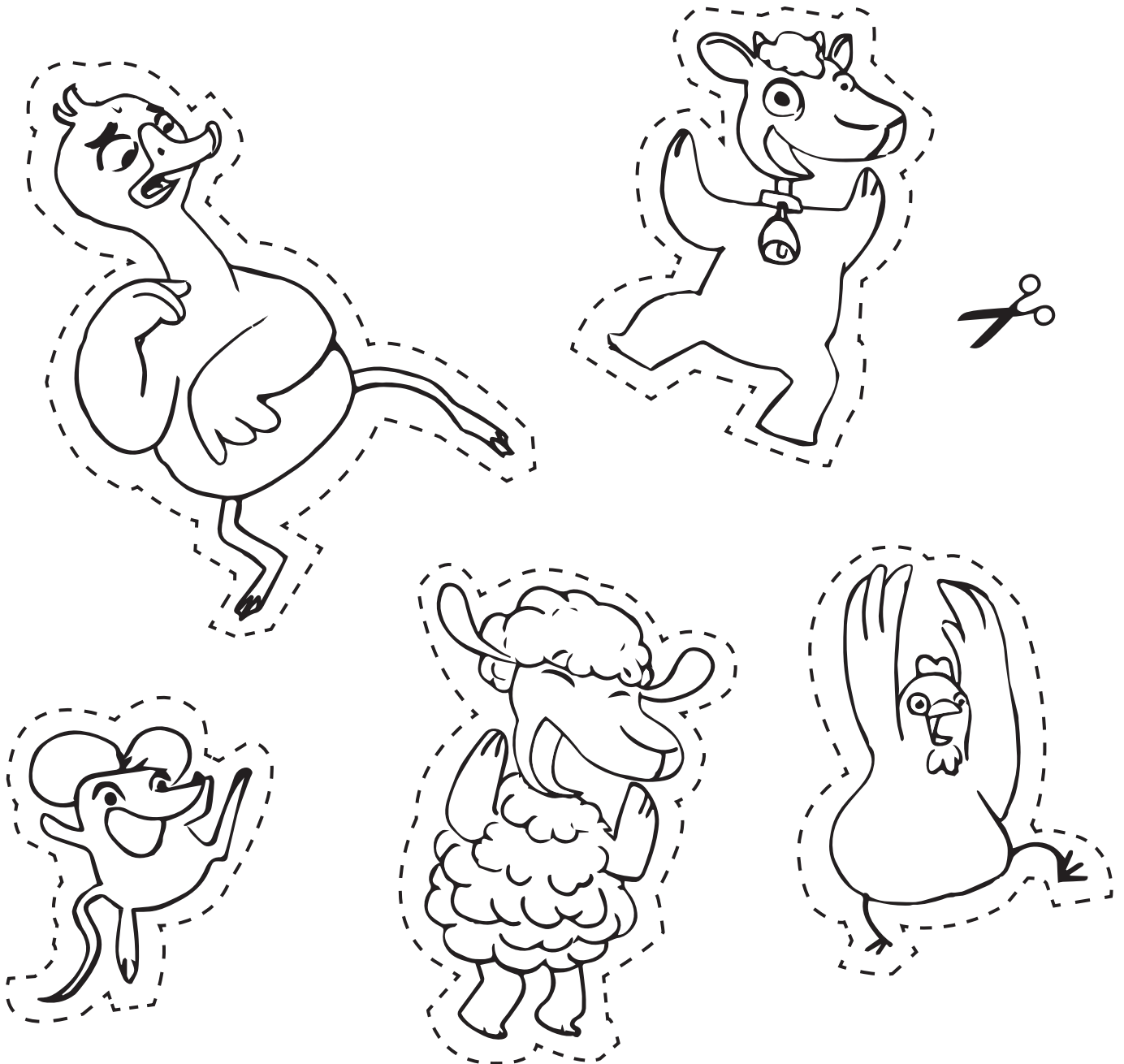
Children brainstorm and write words that begin with the initial consonant blends 'sw,' 'sc' and 'st.' Children can also draw a picture to match each of their words.

Name: _____ Date: _____

Puppets

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

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



Main teaching focus

Oral language development: Role playing a story

Other teaching focus

Comprehension: Recalling events from the text

Teacher's note

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

Volcano Bubbles

Level 9

Non-fiction

Word count: 165

Text type: Procedural



High-frequency words introduced: find, from, I'm, lots, made, make/ing, or

High-frequency words consolidated: all, have, of, out, top; *glue, need (academic)*

Linking texts: *The Volcano Sand Hill (fiction)*
Digital Poster 'The Rumble of the Earth'

Curriculum link: science, creative play

Phonological awareness: blending CVC words; digraph 'ar'; counting syllables; suffix 'ing'

Text summary: Learn how to make a bubbling volcano by mixing bicarbonate of soda, vinegar, red food-colouring and washing-up liquid. See how the volcano erupts!

Tuning in

- Discuss what volcanoes are, what they look like, where they can be found and what they can do. Use vocabulary that relates to volcanoes, e.g. 'lava', 'erupts', 'bubbling', 'mountain', 'hot', 'boiling', 'smoke'.
- Collect the items listed on page 4 to make the volcano. Discuss these with the children. Ask, *Where would you find these things? What do you use this for?* Encourage children to smell and look closely at each item and to describe it. Write labels for the items with the children.

Book walk

- Introduce the text. Give each child a copy of the book. Discuss what they can see on the front cover. Read the title. Ask, *How many words are in the title? Why do you think this book is called 'Volcano Bubbles'?*
- Flip through the book, discussing events and photographs. Promote language that is used throughout the text. Discuss how pictures help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *What do you think they might be making? What are they using to make the hill for the volcano?*

pages 4–5: Ask, *What do you need to get once you have made the big hill? Where would you find all of those things? Who could help to get those things out of the kitchen? Where do you need to sit the jar when you are making the volcano?*

pages 6–7: Ask, *What goes into the jug first? What goes into the jug next? Where does the washing-up liquid go?*

pages 8–9: Ask, *What do you need to tip into the jar?*

pages 10–11: Ask, *What goes into the jar next?*

pages 12–13: Ask, *What can you see happening? What colour are the bubbles? What's coming out of the volcano? Where are the bubbles going?*

pages 14–15: Ask, *Do you think it is fun to make the red bubbles? Why? How would you make a green volcano? Do you think you could make a yellow or blue volcano? How?*

page 16: Ask, *What are all of these things? Why would you need these things?*

Reading the text

- Have children read independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.
- Discuss reading strategies with students. During reading ask, *How could you work out this word? Did that make sense? Discuss how looking at the pictures can help with reading.*
- Explain that this is a procedural text and it teaches the reader how to do something. Discuss that it does not have characters or a story.
- Have children retell how to make a volcano in their own words.
- Ask inferential questions such as: *Why do you put the jar at the top of the mountain? Do you have to put the things in the jar in the right order? Why are the bubbles red?*

After reading

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

Choose from the following activities.

Comprehension

- **Sequencing:** Discuss with children the order of events in the text. Turn to different pages and ask, *What happens before? What happens after?* Have children complete an enlarged copy of **PW 13** (page 23), drawing pictures to match the text, then cutting out, sequencing and stapling the pages together to make a book. Ask children to read their books to each other.
- **Recall and sequencing vocabulary:** As a group, list the things that were needed to make the volcano. Ask children to recall the steps in making the volcano. Record and draw the steps under the headings: 'First', 'Second', 'Then', 'Next', 'After' and 'Finally'.
- **Following instructions:** Provide children with the materials needed to make the volcano. Have them read the text

and make their own volcano. Encourage them to refer back to the text if needed.

Phonological awareness

- Discuss the strategy of blending CVC words. Write the letters 'b-i-g' on the board. Ask the children to sound out the letters. Demonstrate blending the letters together. Have the children blend the word 'big'. Repeat with the following words from the text: 'can', 'get', 'red', 'sit', 'jug', 'tip', 'fun'.
- Brainstorm, draw and write words containing the digraph 'ar'. Have children find 'ar' words in the text.
- Discuss the number of sounds in different words in the text: 'volcano', 'vinegar', 'bubbles', 'hill', 'jar'. Clap and count the syllables in these words. Record the words and the number of syllables. Ask, *Can you think of any other words that have one/two/three syllables?*
- Find 'making' in the text. Talk about the 'ing' suffix and how the letters are sounded together. Brainstorm other words that end with 'ing'.

Vocabulary

- *Visual recognition of high-frequency words:* 'find', 'from', 'I'm', 'lots', 'made', 'make', 'making', 'or'. Ask the children how many times they can find these words in the text. Write these words on flash cards and use them to encourage recognition of the words.
- Have children complete **PW 14** (page 24), cutting out the letters and pasting them to spell the high-frequency words. Ask children to then read the words.

Fluency

- Discuss the concept of reading to the end of a sentence before stopping. Talk about how a full stop is a place to pause or to take a breath. Have children practise this skill using different pages of the text.

Text conventions

- *Sentence features:* Talk about the sentences in the text. Discuss the features of a sentence (upper-case letters and full stops/exclamation marks). Select a page in the book. Ask, *How many sentences can you count on this page? Where does the sentence start? Where does it finish?*
- *Exclamation marks:* Talk about how exclamation marks influence the way the text is read. Have children identify exclamation marks in the text. Practise reading sentences with exclamation marks and compare this with how they would be read if there were no exclamation marks.

- *Features of a procedural text:* Talk about the features of this procedural text (list of items, instructions, glossary). Discuss the purpose of the text. Ask, *How is this text different from other texts? When else might people read a procedural text?*

Writing

- Ask children to recall the steps in making a volcano using a 'Beginning, Middle, End' organiser to prompt their retell. Have children write sentences retelling the procedure of making a volcano.
- Talk about why we write lists. Talk about the features of a list—words written underneath each other. Discuss where children have seen lists before, e.g. shopping lists. Link to their personal experiences. Ask, *Whose Mum or Dad writes a shopping list? What do they write on it?* Talk about what would need to be on the list if they were going shopping to get the things to make a volcano. Have children complete **PW 15** (page 25), writing a list of things needed to make a volcano and drawing a picture of what the volcano would look like.

► ELL engagement

- Discuss the things from the text that are found in the kitchen. Categorise these items according to where you would find them, e.g. cupboard, fridge. Record this in a table. Have children brainstorm other kitchen items and add them to the table.
- List words that describe the bubbles in the text. Have children blow bubbles with a wand and bubble mixture. List words that describe these bubbles. Compare and contrast the two types of bubbles.

► Assessment

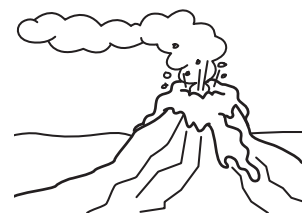
- PWs 13, 14 and 15 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 13 could be kept in the child's portfolio
- Complete Running Record (page 124)


Name: _____ Date: _____

Mini book

You will need: coloured pencils, scissors, stapler

- Read the sentences and draw matching pictures.
- Cut out the pages and place them in the right order.
- Have an adult staple the pages together to make a mini book.



<p> The <i>vinegar</i>, red food-colouring and washing-up liquid go into the <i>jug</i>.</p>	<p>The <i>bicarbonate of soda</i> goes into the <i>jar</i>.</p>
<p>The <i>jar</i> sits in the top of the big <i>hill</i>.</p>	<p>Can you see the <i>bubbles</i>?</p>
<p>Tip the <i>jug</i> into the <i>jar</i>.</p>	<p>Make a big <i>hill</i>.</p>
<p>How to Make a Volcano</p>	

Main teaching focus

Comprehension: Sequencing events from the text.

Other teaching focus

Comprehension: Reading sentences and representing with pictures.

Teacher's note

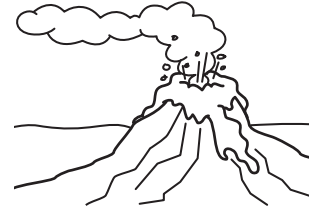
Children draw pictures to represent the sentences. They cut out and sequence the boxes and staple together to make a book.

Name: _____ Date: _____

High-frequency word spelling

You will need: scissors, glue

- Cut out the letters.
- Paste the letters underneath each word to spell it.



make

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making

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

lots

--	--	--

or

--	--

from

--	--	--	--

made

--	--	--	--

I'm

	,	
--	---	--

find

--	--	--	--



g	a	t	r	a	m	a	d	n	e
m	l	i	i	o	s	l	m	k	o
f	m	e	o	r	m	k	d	f	n

Main teaching focus

Vocabulary: Recognition of high-frequency words.

Other teaching focus

Spelling: Recognition and writing of high-frequency words.

Teacher's note

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

Name: _____ Date: _____

Write a list

You will need: coloured pencils

- List all the things you need to make the volcano.
- Draw a picture of your volcano. You can add labels.



Main teaching focus

Writing: Text type—list; awareness of features and purpose of a list.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children recall what was needed to make the volcano and then list them and draw a picture of the volcano they would make. Children can add labels to their picture.

Dinosaurs

Level 9

Non-fiction

Word count: 164

Text type: Report



High-frequency words introduced: but, fast, find, from, its, lots, stay

High-frequency word consolidated: all, of, out, very

Linking texts: *Baby Dinosaur is Lost* (fiction); *Digital Poster 'Tyrannosaurus Rex'*

Curriculum link: animals, science, environment

Phonological awareness: digraphs 'ee', 'ay', 'ck'; blending CVC words; counting syllables

Text summary: Some dinosaurs are big and some are little, some eat meat and some eat plants. Find out how some dinosaurs can run very fast to look for food. Look at the dinosaur coming out of the egg. People can learn about dinosaurs at the museum.

Tuning in

- Discuss dinosaurs in general. Download some pictures of various dinosaurs. Talk about how some ate meat and some ate plants. Discuss the different sizes of dinosaurs. Explain we know this through discovering the fossils of dinosaur bones. Have any children seen dinosaur fossils in a museum?

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Ask, *How many words are in the title? Can you find the word 'dinosaur'? How did you know that word would be 'dinosaur'?* Discuss the illustration on the front cover. Ask, *Do you think this is going to be a story book or an information book? Why?* Discuss how some books tell us a story and some books give us information and teach us about things. Ask children to predict what type of things this text might teach us about.
- Flip through the book, discussing events and illustrations. Promote language that is used throughout the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *If this book is about dinosaurs, what do you think is hiding in this picture? How many dinosaurs do you think we will find?*

page 4: Ask, *Is this a big dinosaur or a little dinosaur? What size head and teeth does it have?*

page 5: Ask, *What is this big dinosaur eating? What is it using its big teeth for?*

page 6: Ask, *Is this a big dinosaur or a little dinosaur? What size head and feet does it have?*

page 7: Ask, *What do you think this little dinosaur will eat? Do you think it has sharp teeth? Why does it need sharp teeth? What would it use its sharp claws for?*

pages 8–9: Ask, *What is this VERY big dinosaur eating? Where is it getting the leaves from? Does it have a big, long neck or a short neck? What size head does it have? Why do you think it needs a long neck?*

page 10: Ask, *Do you think this dinosaur runs fast or slow?*

page 11: Ask, *Is this dinosaur by itself or is it running with other dinosaurs? What do you think they are looking for?*

page 12: Ask, *What can you see in the nest? What do you think will hatch out of these eggs?*

page 13: Ask, *What is coming out of the egg?*

pages 14–15: Ask, *Where can we go to see dinosaur bones? What can these children see at the museum? Do you think it is fun at the museum?*

page 16: Ask, *What do you think these words are here for? Discuss that a glossary shows us words that are in the text. Read through the list of words with the children and talk about what the words mean.*

Reading the text

- Have children read independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.
- Discuss reading strategies with children. During reading ask, *How could you work out this word? Did that make sense?* Encourage children to go back and self-correct.
- Encourage children to reflect on what this text has taught them. Ask, *What did we learn about dinosaurs on this page?*
- Have children retell the information in the text in their own words.
- Ask inferential questions such as: *Why would these dinosaurs need big teeth? How do these sharp teeth help the dinosaur to survive? Why is it important for this dinosaur to have a long neck? Why do you think dinosaurs need to be able to run fast? Where do you think these dinosaurs will find food? Why are the eggs in the nest? How are the eggs kept safe? Do you think this dinosaur will eat meat or plants? Why? Why do we need to go to the museum to see dinosaur bones?*

After reading

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

Choose from the following activities.

Comprehension

- *Comparing and contrasting:* As a group, brainstorm the different types of dinosaurs that were in the text—big, small, meat-eaters, plant-eaters, baby dinosaurs, running dinosaurs. Pick two different dinosaurs from the text and draw a picture of them. Ask children to identify how they are the same or different. Have children complete **PW 16** (page 28), reading the sentences, cutting them out and pasting them under the appropriate picture.
- *Synonyms:* Copy the sentence ‘Some dinosaurs are big’ onto the board. Read the sentence as a group. Ask children to think of synonyms for ‘big’. Rewrite the sentence using the synonyms, e.g. ‘Some dinosaurs are huge. Some dinosaurs are large. Some dinosaurs are enormous.’ Emphasise that the sentences all have the same meaning even though they use different words. Repeat with ‘Some dinosaurs are little’ and ‘Some dinosaurs run very fast’.

Phonological awareness

- Discuss the ‘ee’ long vowel sound. Have children find ‘ee’ words in the text. Brainstorm, draw and write other words that have the ‘ee’ long vowel sound.
- Discuss the reading strategy of segmenting words into letter sounds. Write the word ‘big’ on the board. Ask the children to sound out the letters. Demonstrate blending the letters together. Have the children blend the word ‘big’. Repeat with the following words: ‘pig’, ‘jig’, ‘bun’, ‘sun’, ‘man’, ‘tan’, ‘pan’.
- Discuss the vowel digraph ‘ay’. Brainstorm and record words that have ‘ay’ in them. Have children find ‘ay’ words in the text. Have children complete **PW 17** (page 29), colouring the ‘ay’ words in the word find and matching them to the pictures; then completing the ‘ay’ words and drawing pictures to match.
- Find and discuss ‘neck’ in the text. Discuss the final consonant digraph ‘ck’. Explain that when these two letters are together you only make one sound. Brainstorm other words that end in ‘ck’, e.g. ‘back’, ‘pick’, ‘duck’.
- As a group, clap the syllables in ‘dinosaur’. Ask, *How many syllables are in this word?* Discuss the beginning and ending sounds in the word.

Vocabulary

- *Visual recognition of high-frequency words:* ‘but’, ‘fast’, ‘find’, ‘from’, ‘its’, ‘lots’, ‘stay’. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play Concentration and Snap.
- Tell children to make the high-frequency words with magnetic letters, then practise reading to each other.
- *Word meanings:* Write the words from the glossary on flash cards. Discuss the meaning of the words and draw pictures for them. Have children practise reading the words. Have children complete **PW 18** (page 30), cutting out the words and pasting them onto card so

they lift up like a flap. They draw a picture of the word under the flap.

Fluency

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

Text conventions

- *Sentence features:* Discuss the features of a sentence and punctuation—upper-case letters and full stops. Explain that all sentences need an upper-case letter at the beginning and a full stop, exclamation mark or question mark at the end. Select a page in the book. Ask, *How many sentences are on this page? How do you know?* Turn to a different page of the text and ask children to identify how many sentences are on that page and compare this to the previous page.
- *Exclamation marks:* Talk about exclamation marks and when they are used. Discuss how they change the way that we read a sentence. Have children identify exclamation marks in the text. Ask, *How many exclamation marks are used in this book?* Have children read sentences from the text, some with exclamation marks and some without. Note how they change their voice depending on the punctuation.
- *Text emphasis/upper-case letters:* Talk about why ‘VERY’ is shown in upper-case letters on page 8. Discuss how this changes the way we read the word.
- *Text emphasis/italic font:* Discuss how some words in the text are in italics. Explain that these words are in the glossary at the end of the text and if we want to know what those words mean we can look at the glossary.

Writing

- Show children different pictures from the text, e.g. the large dinosaur eating meat on page 5. Ask the children to write what they learnt about dinosaurs, using the pictures as a prompt.

► ELL engagement

- Collect toy animals and discuss them with the children. Sort and classify them into the same categories as the dinosaurs in the text, e.g. animals that eat meat, animals that eat plants, animals that run. Promote language through discussion of animals. Extend comparing and contrasting by discussing other features of animals such as those with fur, those with skin, those that swim or those that live in a jungle.

► Assessment

- PWs 16, 17 and 18 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 16 could be kept in the child’s portfolio
- Complete Running Record (page 126)

Name: _____ Date: _____

Comparing and contrasting

You will need: scissors, glue

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



This dinosaur is big.
Look at its big teeth.

The dinosaurs are all looking
for food to eat.

This dinosaur is little.
Its teeth are very sharp.

A baby dinosaur is coming
out of the egg.

Main teaching focus
Comprehension: Comparing and contrasting—finding likenesses and differences.

Other teaching focus
Comprehension: Reading sentences and matching to pictures.

Teacher's note
Children cut out the sentences and paste them under the appropriate pictures.

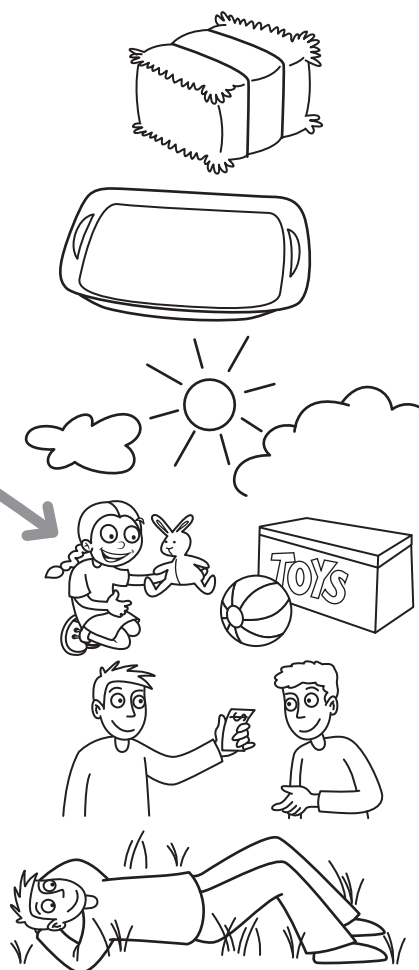
Name: _____ Date: _____

'ay' words

You will need: coloured pencils

- Find the 'ay' word in each row and colour it in.
- Draw a line to the matching picture.

g	p	l	a	y	e	g	t
t	r	a	y	s	t	o	n
h	r	x	l	a	y	m	t
n	g	e	t	u	d	a	y
i	a	p	w	h	a	y	n
p	a	y	f	o	u	n	r



- Write 'ay' to finish the words.
- Draw a matching picture.

s _____ h _____ spr _____ pl _____

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Main teaching focus

Phonological awareness: Vowel digraph 'ay'.

Other teaching focus

Phonological awareness: Separating words into sounds and building new words.

Teacher's note

Children colour in the 'ay' words in the word find, then draw lines to match them to the pictures. They then complete the 'ay' words and draw pictures to match.

Name: _____ Date: _____

Dinosaur words

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

- Cut out the word cards.
- On the back of each word card, put glue along the top.
- Paste the word cards onto the cardboard so they lift up like a flap.
- Under each word flap, draw a matching picture.
- Write the title 'Dinosaur words'.



bones	claws	eggs	head
leaves	meat	museum	neck
plants	teeth		

Main teaching focus

Vocabulary: Theme words (dinosaurs and habitats) and their meanings.

Other teaching focus

Phonological awareness: Initial letter sounds.

Teacher's note

Children cut out the boxes and put glue on the back (at top). They paste the boxes onto a piece of card so they lift up. Under each flap they draw a matching picture. They decorate the card with extra dinosaur pictures and write the title 'Dinosaur words'.

We Can Measure

Level: 9 Non-fiction Word count: 174 Text type: explanation



High-frequency words introduced: find, getting, lots, or

High-frequency words consolidated: all, brown, black

Linking texts: *We Can Measure* E-Book
Lea Bakes an Apple Pie Surprise (fiction)

Curriculum links: maths, me/family, community

Story summary: Learn about different things that we can measure. We can measure if something is tall or short, heavy or light and hot or cold. We can even measure milk and flour when we are cooking.

Tuning in

- Get children to measure how tall they are. Provide them with straws or craft sticks. Ask, *How could we use these to measure how tall you are?* Discuss children's ideas and strategies for measuring their height using informal units. Talk about how people can be tall or short. Ask, *Who was the tallest? Who was the shortest?* Ask children to find other things in the room that they can measure using the straws or craft sticks.

Book walk

- Introduce the story. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title? Can you see any high-frequency words in the title? Are there any words that begin with the same letter?*
- Discuss the cover illustrations and encourage children to make predictions about the text. Ask, *What can you see? What is the boy doing? What is he measuring? Why does he need to measure when he is cooking?*
- Ask children to look at the back cover of the book. Read the blurb and ask children to predict what they think will happen in the story.
- Flip through the book. Encourage discussions about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and assist us with reading unfamiliar words.

pages 2–3 Ask, *Where are the boys and girls? Are they getting big? Who is the tallest? Who is the shortest? Could we measure them to find out how big they are? What could we use to measure them?*

pages 4–5 Ask, *Where are the ropes? How could we measure the ropes? Which rope is short? Which rope is long? How do you know which is long and which is short?*

pages 6–7 Ask, *Where are the horses? Can we measure the horses, too? How could we measure the horses? Which horse is tall? Which horse is short?*

pages 8–9 Ask, *Where are the spoon and cup? Can we measure things with spoons and cups? Would we use the spoon or cup to measure the sugar? Would we use the spoon or the cup to measure the milk? What else could we measure with spoons and cups?*

pages 10–11 Ask, *Can we measure the apples? What do we use to measure the weight of the apples? Which bag has two apples in it? Would this bag of apples be heavy or*

light? Which bag has lots of apples in it? Would this bag of apples be heavy or light?

pages 12–13 Ask, *Where are the boy and girl? Is it hot or cold? What can we use to measure if something is hot or cold? Where is the boy? What is he playing in? Where is the girl? What is she playing in?*

pages 14–15 Ask, *Can we measure in lots of different ways? What else can we measure?*

page 16 Ask, *Where did you see these words in the text? What do these words mean? What might we use the glossary for as we read the book?*

Reading the text

Ask children to read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences. Identify words children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*

- Encourage children to look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Ask children to predict what might happen on the next page and how the text might end. Ask, *What other things could we measure?*
- Have the children relate the text to their own experiences. Ask, *What things have you measured before? What things can you think of that are heavy or light, hot or cold and long or short?*
- Ask children to summarise the text in their own words. Ask, *What happened in the story? What things did they measure? What things in the text were long/short, hot/cold, heavy/light?*
- Ask inferential questions, such as *How would you use the tape measure to find out how big something is? What could you do to figure out which rope is long and which one is short? Why is it better to use the cup to measure the milk? Why is the bag with lots of apples in it heavier than the bag with two apples? Why is the boy wearing more clothes than the girl? Why do you need to measure things when they are cooking?*

After reading

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

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

Choose from the following activities.

Comprehension

- *Recall and match:* As a group, brainstorm the different things that were measured in the text. Ask children to look through the text and identify the pictures and sentences that show that something is tall, short, heavy, light, hot and cold. Ask children to complete **PW 19** (page 33).
- *Literal questions:* Flip through the text and encourage children to recall the events. Use the illustrations to assist the discussion. Ask, *What things were measured in the text? How were different things measured?* Write sentences about things that were in the text and things that weren't. Ask children to decide whether the statement is true or false and write 'Yes' or 'No' after the sentences, e.g. 'The cup is for the milk. Yes.' or 'The girl playing in the sand is cold. No.'

Phonological awareness/Graphophonics:

- Talk about two-letter consonant blends at the beginning of words, e.g. 'sp,' 'br,' 'sn' and 'pl.' Discuss how these letters are sounded together rather than separately (i.e. 'sp' rather than 's-p'). Make these blends with magnetic letters and ask children to practise the sounds. Ask children to find 'sp,' 'br,' 'sn' and 'pl' words in the text.
- Talk about how the suffix 's' changes the way we read a word. Ask children to find words in the text that have an 's' ending and get them to practise reading the words. Find 'apples' and talk about how the 's' on the end of the word means there is more than one apple.
- Talk about how the suffix 'ing' changes the way we read a word. Ask children to find words ending in 'ing' in the text. Talk about the sound these letters make when sounded together. Brainstorm other 'ing' words.
- Discuss the initial consonant digraph 'th.' Talk about how these two letters next to each other make the sound 'th' and aren't sounded separately as 't-h.' Brainstorm and record other words that begin with 'th.' Repeat with the 'sh' consonant digraph.
- Brainstorm and record words ending with 'all'. Ask children to count how many times they can find 'all' in the text. Write the letters 'b,' 'c,' 'f' and 'h' on the board and ask children to add the 'all' ending. Read the words together and discuss their meanings. Ask children to complete **PW 20** (page 34).
- Find 'black' in the text. Discuss the final consonant blend 'ck' and how these two letters are sounded together to make one single sound 'ck', rather than sounding 'c-k.' Brainstorm and record other words that end in 'ck' and ask children to circle the 'ck' ending.

Vocabulary

- *Visual recognition of high-frequency words:* 'find,' 'getting,' 'lots,' 'or,' 'all,' 'brown,' 'black.' Ask children to locate these

words in the text. Write the high-frequency words onto cards (two cards per word) and ask children to play games such as Noughts and Crosses and Memory.

- Provide children with whiteboards and markers or chalk and chalkboards. Get them to write the high-frequency words in different colours on the boards. Ask, *Can you notice any spelling patterns in these high-frequency words?*

Fluency

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

Text conventions

- *Sentence features:* Discuss how sentences begin with capital letters and end with full stops. Turn to different pages of the text and ask children to count the sentences on the page. Ask, *How do you know where the sentence starts? How do you know where the sentence ends?* Also talk about how sentences need to make sense when we read them.
- *Exclamation point:* Identify the exclamation points in the text. Talk about how authors use exclamation points when they want to show something is important or exciting. Discuss how readers change their voice when there is an exclamation point. Ask children to practise changing their tone when reading sentences with an exclamation point.
- *Book features:* Ask children to talk about what is on the front cover of the book. Discuss how it shows the title, author and illustrator. Ask children to design a new front cover.

Writing

- Ask children to discuss what they learned about measuring. Tell them to flip through the text and recall what is happening on each page. Ask children to write a text explaining what they know about measuring.

► English Language Learners

- Discuss the measurement vocabulary used in the text – tall, short, heavy, light, hot, cold. Ask children to talk about the meaning of these words. Ask, *How do you measure something to find out if it is tall/short, heavy/light, hot/cold?* Provide children with **PW 21** (page 35) and get them to search for and record items around the room that are tall/short, heavy/light, hot/cold.

► Assessment

- PWs 19, 20 and 21 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 19 could be kept in the child's portfolio
- Complete Running Record (page 127)

Name: _____ Date: _____

Recall match

You will need: scissors, glue

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

tall	hot	heavy
short	cold	light



The boy is playing in the snow.	The brown horse is tall.	The girl is playing in the sand.
The black horse is short.	This bag of apples is heavy.	This bag of apples is light.

Main teaching focus

Comprehension: Matching sentences, pictures and words from the text

Other teaching focus

Comprehension: Recalling events from the text

Teacher's note

Children cut out the sentences and pictures. They match and paste them with the words at the top of the page.

Name: _____ Date: _____

'all' words

- Add the 'all' ending to each word.
- Read the words and draw pictures to match.

t _____	w _____	c _____
f _____	st _____	sm _____
h _____	b _____	m _____

- Unscramble these 'all' words and write the word in a sentence.

albl = _____

llta = _____

lawl = _____

Main teaching focus

Graphophonics: Reading words with the 'all' ending.

Other teaching focus

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

Teacher's note

Children add 'all' to finish the words and draw pictures to match. Then they unscramble the 'all' words and write them in a sentence.

Name: _____ Date: _____

Measure and record

- Find things that are long, short, heavy, light, hot or cold.
- Record them below.

long	short
heavy	light
hot	cold

Main teaching focus

Oral language development: Developing measurement vocabulary.

Other teaching focus

Oral language development: Comparing and contrasting.

Teacher's note

Children explore and search for things around the room that are long/short, heavy/light and hot/cold. They record their findings on the chart.

You Can Do It!

Level 9

Non-fiction

Word count: 148

Text type: explanation



High-frequency words introduced: him, new, stay

High-frequency words consolidated: again, help, helping, her, sitting, teacher, very, yes

Linking texts: *You Can Do It!* E-Book

Swim, Duck, Swim! (fiction)

Curriculum links: me/family, community, physically active

Story summary: Read about how doing new things can be hard, but if someone helps you can do it! See a boy learn to ride his big bike, a girl learn to swim on her back and a boy learn to tie his shoes.

Tuning in

- Ask children to talk about all the things that they are able to do. Ask, *What things are you able to do at school? What things are you able to do at home?* Discuss how they learned how to do these things at some time. Ask, *Who helped you learn how to do these things?* Get children to think about what things they are trying to learn how to do now.

Book walk

- Introduce the story. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title? Are there any words that begin with the same letter?*
- Discuss the cover illustrations and encourage children to make predictions about the text. Ask, *What can you see? What is the boy doing? Is he riding the bike by himself or is someone helping him? Why do you think he has a big smile on his face?*
- Ask children to look at the back cover of the book. Read the blurb and get children to predict what they think will happen in the book.
- Flip through the book. Discuss the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and assist us with reading unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3 Ask, *What is the boy doing? Is his new bike very big? Can he ride this bike by himself yet or does he need some help? Who is helping him ride his new bike?*

pages 4–5 Ask, *What is the boy doing now? Is he riding this bike by himself or is someone helping him? Can he do it? Why do you think he is happy?*

pages 6–7 Ask, *Where is the girl? Who is in the water with her? Can the girl swim on her back by herself or does she need some help? Who is helping her?*

pages 8–9 Ask, *Where is the girl now? Is she going to swim again? Can she stay on her back by herself now? Can she do it?*

pages 10–11 Ask, *Who has new shoes? Who is sitting with the boy? What is the boy trying to do? Can he tie his new shoes by himself or does he need some help? Who can help him tie his new shoes?*

pages 12–13 Ask, *Who is helping the boy again? Can he tie his shoes by himself now? Can he do it?*

pages 14–15 Ask, *What things can you do? What things were hard for you to do by yourself, but you can do with some help?*

page 16 Ask, *Where did you see these words in the text? What do these words mean? What might we use this glossary for as we read the book?*

Reading the text

Ask children to read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences. Identify words children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*

- Encourage children to look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Ask children to predict what might happen on the next page and how the text might end. Ask, *What might happen once the child receives help?*
- Have the children relate the text to their own experiences. Ask, *What things can you do that were once hard for you? Who helps you learn new things?*
- Ask children to summarise the text in their own words. Ask, *What happened in the story? What happened when the boy was learning to ride his bike? What happened when the girl was trying to swim on her back? How did the boy learn to tie his new shoes?*
- Ask inferential questions, such as *Why is it important to have someone help you when you are trying to do something new? Why does the boy have a big smile on his face when he is riding his bike by himself? How might the girl feel when she can swim on her back? What other things might the teacher help the boy do?*

After reading

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

Choose from the following activities.

Comprehension

- Cloze: Copy sentences from the text onto large pieces

of paper, but leave out one word from each sentence, e.g. The _____ is in the water. Read the sentence with the word missing. Ask children to work out the missing word. Write 'girl' in the sentence. Get children to re-read the sentence to check for meaning. Repeat with other sentences from the text. Ask children to complete **PW 22** (page 38).

- **Connections:** Get children to think of something they found difficult. Ask them to talk about how they learned how to do it. Ask, *Did you have to keep practising? Did someone help you?* Get children to talk about when they learned to do it. Ask, *How did you feel when you could do it?* Encourage children to record other text-to-self connections they made by reading the book.

Phonological awareness/Graphophonics

- Talk about two-letter consonant blends at the beginning of words, e.g. 'sw' and 'st.' Discuss how these letters are sounded together rather than separately. Make these blends with magnetic letters and ask children to practise the sounds. Get children to find 'sw' and 'st' words in the text.
- Talk about how the suffix 's' changes the way we read a word. Ask children to find words in the text that have an 's' ending and get them to practise reading the words. Find 'shoes' and talk about how the 's' on the end of the word means there is more than one shoe.
- Talk about how the suffix 'ing' changes the way we read a word. Ask children to find words ending in 'ing' in the text. Talk about the sound these letters make when sounded together. Brainstorm other 'ing' words.
- Discuss the initial consonant digraph 'sh.' Talk about how these two letters next to each other make the sound 'sh' and aren't sounded separately as 's-h.' Brainstorm and record other words that begin with 'sh.' Ask children to complete **PW 23** (page 39).
- Find 'back' in the text. Discuss the final consonant blend 'ck' and how these two letters are sounded together to make one single sound 'ck,' rather than sounding 'c-k.' Brainstorm and record other words that end in 'ck' and get children to circle the 'ck' ending.
- Discuss the words 'bike' and 'ride' and the long vowel rule for silent 'e.' Explain that usually when there is a silent 'e' on the end of the word you make a long vowel sound for the previous vowel, instead of a short vowel sound. Ask children to find words in the text that end with 'e' and as a group sound and read the words to identify if they are words that use the silent 'e' rule.

Vocabulary

- **Visual recognition of high-frequency words:** 'him,' 'new,' 'stay,' 'again,' 'help,' 'helping,' 'her,' 'sitting,' 'teacher,' 'very,' 'yes.' Get children to locate these words in the text. Write the high-frequency words onto cards (two cards per word) and get children to play games such as Noughts and Crosses and Memory.
- Give children old magazines and newspapers and get them to cut out and paste letters to spell the high-frequency words.

Fluency

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

Text conventions

- **Sentence features:** Discuss how sentences begin with capital letters and end with a full stop, exclamation point or question mark. Turn to different pages of the text and ask children to count the sentences on the page. Ask, *How do you know where the sentence starts? How do you know where the sentence ends?* Also talk about how sentences need to make sense when we read them. Get children to complete **PW 24** (page 40).
- **Exclamation point:** Identify the exclamation points in the text. Talk about how authors use exclamation points when they want to show something is important or exciting. Discuss how readers change their voice when there is an exclamation point. Ask children to practise changing their tone when reading sentences with an exclamation point.
- **Question mark:** Talk about question marks and how they are used at the end of a sentence. Discuss how question marks are used to show that a sentence is a question. Write questions from the text on the board and ask children to add the question mark at the end.
- **Book features:** Ask children to talk about what is on the front cover of the book. Discuss how it shows the title, author and illustrator. Ask children to design a new front cover.

Writing

- Ask children to think of something they know how to do very well – for example, riding their bike, making a tower with bricks or making a sandwich. Get them to write about how they might help someone who is trying to learn how to do it. Ask, *What might you need to show them? Which part might you need to help them with? What might you need to say to them?*

► English Language Learners

- Discuss how important it is to help other people. Ask, *Why should we help others? In what ways can we help others? How do you feel when you help someone? How do you feel when someone helps you?* Provide children with a large piece of paper and write the word 'help' in the middle. As a group, have children discuss and record the ways they help others.

► Assessment

- PWs 22, 23 and 24 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 22 could be kept in the child's portfolio
- Complete Running Record (page 6)

Name: _____ Date: _____

Cloze

You will need: scissors, glue

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

Look at the boy and his new bike.

His new bike is very _____.

Can the boy _____ this bike?

Look!

Dad can _____ him.

Oh, look!

The boy is on _____ new bike again.

Can the boy ride _____ bike?

Yes!

He _____ do it.



this	big	can
his	help	ride



Main teaching focus

Comprehension: Cloze- complete verbatim cloze with words given

Other teaching focus

Comprehension: Recalling events from the text

Teacher's note

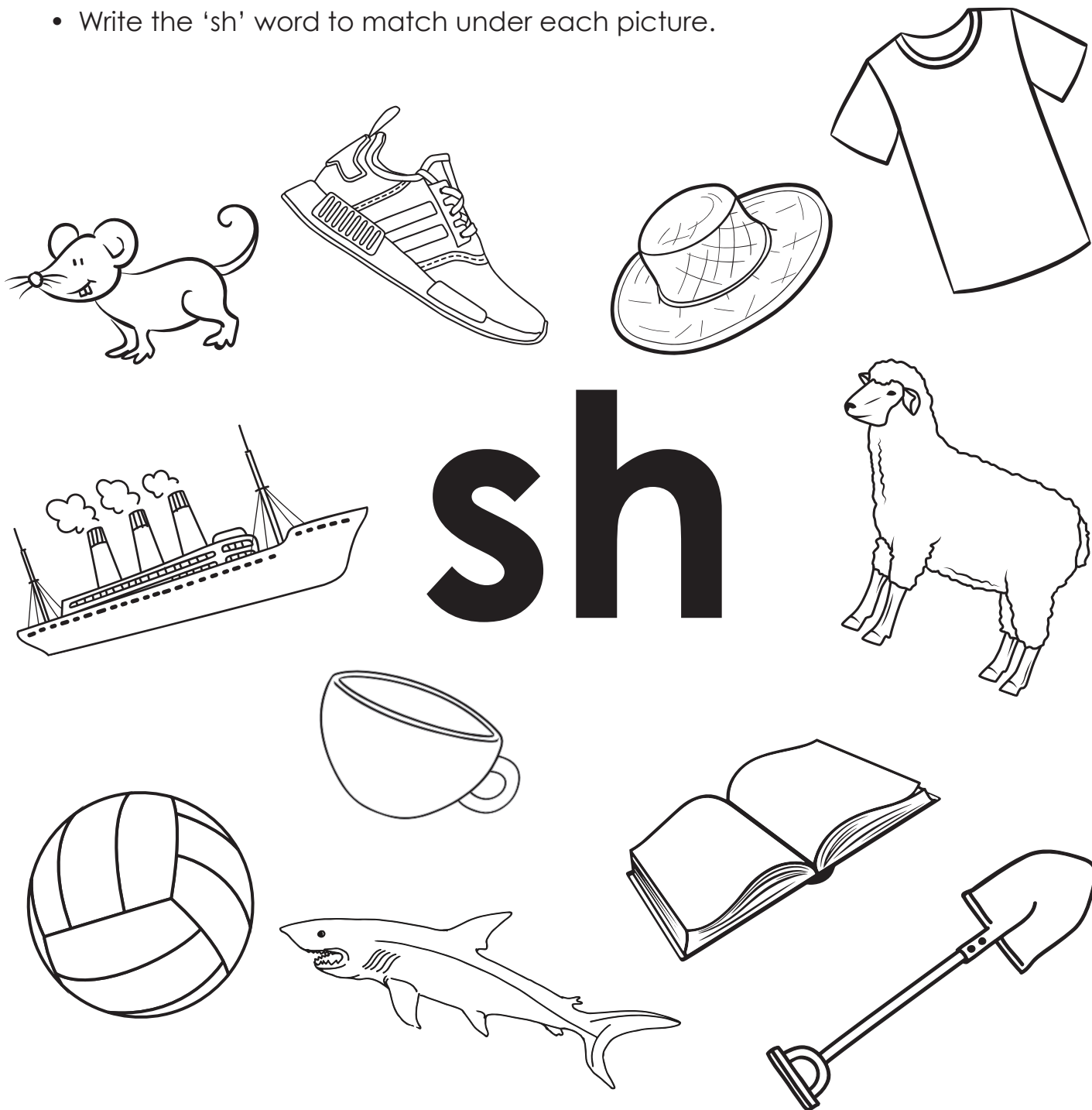
Children cut out the words at the bottom of the page and paste them into the sentences.

Name: _____ Date: _____

'sh' words

You will need: coloured pencils or crayons

- Colour the pictures that begin with 'sh.' Cross out the pictures that do not begin with 'sh.'
- Write the 'sh' word to match under each picture.



Main teaching focus

Graphophonics: Initial consonant digraph 'sh'

Other teaching focus

Phonemic awareness: Hearing sounds in words – identifying beginning sounds in words; *Writing:* Spelling words using sound–letter correspondence

Teacher's note

Children colour in words that begin with 'sh' and cross out words that do not begin with 'sh.' Then they write the 'sh' word under each picture.

Name: _____ Date: _____

Colour the sentences

You will need: coloured pencils or crayons

- Colour the capital letters blue. (ABC)
- Colour the full stops red. (.)
- Colour the question marks yellow. (?)
- Colour the exclamation points green. (!)
- Colour each sentence a different colour. (You can do it!)

Look at the girl in the water.
 Her mum is in the water, too.
 Can the girl swim on her back?
 Look!
 Mum can help her.
 She is going to swim again.
 Can she stay on her back?
 Yes!
 She can do it!



There are _____ capital letters.
 There are _____ full stops.
 There are _____ question marks.
 There are _____ exclamation points.
 There are _____ sentences.

Main teaching focus

Text conventions: Capital letters, full stops, exclamation points and question marks

Other teaching focus

Text conventions: Features of a sentence

Teacher's note

Children find the capital letters, full stops, question marks, exclamation points and sentences in the passage and colour them the appropriate colours.

Big Green Crocodile

Level 10 Fiction Word count: 171 Text type: Narrative



High-frequency words introduced: back, by, cannot, friends, long, then, was, who

High-frequency words consolidated: from, having, lots, saw

Linking texts: *Make Two Crocodiles* (non-fiction); *Digital Poster 'Can't Catch Me!'*

Curriculum link: me/family, animals

Phonological awareness: digraph 'sh'; blending adjacent consonants 'gr', 'tr', 'cr', 'br', 'fr'; suffixes 's', 'ing'

Story summary: Min Monkey runs down to the river even though Grandpa Tut warns him of the Big Green Crocodile hiding in the reeds. Min Monkey splashes and plays in the river but rushes back to Grandpa Tut when he hears something swishing in the reeds.

Tuning in

- Talk about crocodiles. Ask, *Where do crocodiles live? What do crocodiles like to do? What do crocodiles like to eat? What do crocodiles look like?* Encourage children to role-play how crocodiles move and chomp food.
- Talk about monkeys. Ask, *Where do monkeys live? What do monkeys like to do? What do monkeys like to eat? What do monkeys look like?* Encourage children to role-play how monkeys move and swing in trees and to demonstrate the noise that monkeys make.
- Introduce words from the text to the children, e.g. 'crocodile', 'frog', 'reeds'. Write them on cards and discuss strategies for reading these words, e.g. sounding out the beginning letters. Draw a large picture of a river and include a crocodile, frog and reeds. Label these things in the picture.

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask, *How many words are in the title? Can you find the word 'crocodile'? Do you think this is going to be an information text or a fiction text?* Discuss the illustration on the front cover. Ask, *What characters can you see on the front cover?* Have children predict what they think will happen in the story. Ask, *What do you think might happen in this story? What clues does the illustration on the cover give us? What does the title suggest might happen?*
- Flip through the book, discussing events and illustrations. Promote language that is used throughout the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *What is Min Monkey going down to? What is Grandpa Tut doing? What can you see in the long brown reeds?*

pages 4–5: Ask, *What is the Big Green Crocodile down by? Why do you think the crocodile might be hiding in the long brown reeds? Why do you think Grandpa Tut is yelling "Come back"? Why is Min Monkey a silly little monkey?*

pages 6–7: Ask, *Can Min Monkey see the Big Green Crocodile? Is Min Monkey coming back to Grandpa Tut?*

What is Min Monkey doing instead of going back to Grandpa Tut?

pages 8–9: Ask, *Who is Min Monkey having fun with? What sound does it make when you are jumping in the water?*

pages 10–11: Ask, *Why might Min Monkey be shouting "Help"? Who might be coming out of the long brown reeds? What would Grandpa Tut be shouting at the silly little monkey?*

pages 12–13: Ask, *Where is Min Monkey running to now? Where are the monkeys running to be safe? Why are the reeds moving and going this way and that?*

pages 14–15: Ask, *What do they think is coming out of the reeds? What do they see come out of the reeds? What sound would the little green frog make?*

page 16: Ask, *What else has come out of the reeds?*

Reading the text

- Have children read independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.
- Discuss reading strategies with children. During reading ask, *How could you work out this word? Did that make sense?* Encourage children to go back and self-correct.
- Discuss the characters and their actions throughout the story. Ask, *Is that a sensible choice that Min Monkey made? Why should he have listened to Grandpa Tut?*
- Ask children to predict what will happen on the next page and how the story might end.
- Have children retell events in their own words.
- Encourage children to role-play events in the text.
- Ask inferential questions such as: *Why might Min Monkey be running down to the river? Why would Grandpa Tut be shouting rather than just talking? Do you think Min Monkey is a naughty monkey? Why? How do you think Min Monkey feels when he sees the reeds moving? Why have the monkeys gone up into the trees? How do you think the monkeys feel when the frog comes out of the reeds? Why would crocodiles like living in the reeds at the river?*

After reading

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

Choose from the following activities.

Comprehension

- *Answering yes/no questions:* Flip through the text and encourage children to recall the events. Use the illustrations to assist the discussion. Ask, *What happened at the start of the story? What happened next? What was Min Monkey doing here?* Write sentences about things that happened in the story and things that didn't. Have children decide whether the statement is true or false and write 'Yes' or 'No' after the sentences, e.g. 'Min Monkey ran down to the river. Yes.' Have children complete **PW 25** (page 43) independently, reading the sentences and circling the answers.
- *Cause and effect:* Explain that some things that happen in a story cause something else to happen. Draw a picture of Min Monkey running down to the river and write the sentence: 'Min Monkey ran down to the river so ...'. Ask, *When Min Monkey ran to the river, what did this make Grandpa Tut do?* Talk about how this caused Grandpa Tut to chase after Min Monkey. Record children's responses to complete the sentence. Repeat the activity with the sentence: 'Min Monkey couldn't see the crocodile so ...'. Discuss how Min Monkey stayed in the river. Repeat the activity with the sentences: 'Swish! Swish! Swish! They heard something in the reeds so ...'. Discuss how the effect was that the monkeys ran out of the river and up the tree.

Phonological awareness

- As a group, talk about the consonant digraph 'sh' and the sound these letters make when they are together. Have children find words with 'sh' in the text. Discuss how the 'sh' can be at the beginning, end or middle of the word. Brainstorm other 'sh' words.
- Talk about initial adjacent consonants at the beginning of words, e.g. 'gr', 'tr', 'cr', 'br' and 'fr'. Discuss how these letters are blended together rather than sounded separately (i.e. 'gr' rather than 'g-r'). Make these blends with magnetic letters and have children practise the sounds. Have children find 'gr', 'cr', 'tr', 'br' and 'fr' words in the text. Brainstorm words that begin with these consonants.
- Discuss how 's' on the end of a word changes how we read it and also changes its meaning. Talk about how 'tree' means there is one tree and 'trees' means there is more than one tree. Draw pictures to illustrate. Ask children to find words with the suffix 's' in the text. Have children complete **PW 26** (page 44).
- Talk about the suffix 'ing' and the sound these letters make when they are together. Have children find words

ending with 'ing' in the text. Discuss how we can add 'ing' to other words we know. Record examples.

Vocabulary

- *Visual recognition of high-frequency words:* 'back', 'by', 'cannot', 'friends', 'long', 'then', 'was', 'who'. As a group, practise reading these words. Write the words on cards (two cards for each word) and play Memory.
- Have children practise reading and recognising words by writing them as rainbow words, i.e. writing the words in a colour, then writing over them several times in different colours.

Fluency

- Discuss and model the importance of reading smoothly and without stopping. Have children practise by reading pages of the text to each other.

Text conventions

- *Text emphasis/decorative font:* As a group, look at the text on pages 8–9 and 10–11. Identify the text shown in a fancy font. Discuss how these words represent the sound of the river. Have children identify other places where the text is shown in this way.
- *Exclamation marks:* Talk about exclamation marks and when they are used. Discuss how they change the way that we read a sentence. Ask, *How many exclamation marks are used in this book?*
- *Speech marks:* Explain that text between the speech marks is what a character is saying. Have children identify speech marks in the text. Copy the text from page 10 onto a sheet of paper. Tell children to colour over the words that are between the speech marks. Have them role-play the conversation by reading the text between the speech marks.

Writing

- As a group, list the characters that were in the text. Ask children to draw a picture of each. Have children write a sentence next to each of their pictures that summarises what that character did in the story.

► ELL engagement

- Discuss how things are described in the story, e.g. 'big green crocodile', 'long brown reeds'. Collect brown and green items. Discuss each item, where it is found and what it is used for. Promote language and use of adjectives during discussion.
- Have children use an enlarged copy of **PW 27** (page 45) to make a mask, then use it to role-play the events of the story.

Assessment

- PWs 25, 26 and 27 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 25 could be kept in the child's portfolio
- Complete Running Record (page 129)

Name: _____ Date: _____

Yes or no

- Read the sentences.
- If the sentence is true, circle 'Yes'. If the sentence is false, circle 'No'.

Min Monkey ran down to the river. Yes No

Grandpa Tut shouted and Min Monkey came back. Yes No

Min Monkey saw Big Green Crocodile. Yes No

Min Monkey was playing in the river. Yes No

All the monkeys went to the shop. Yes No

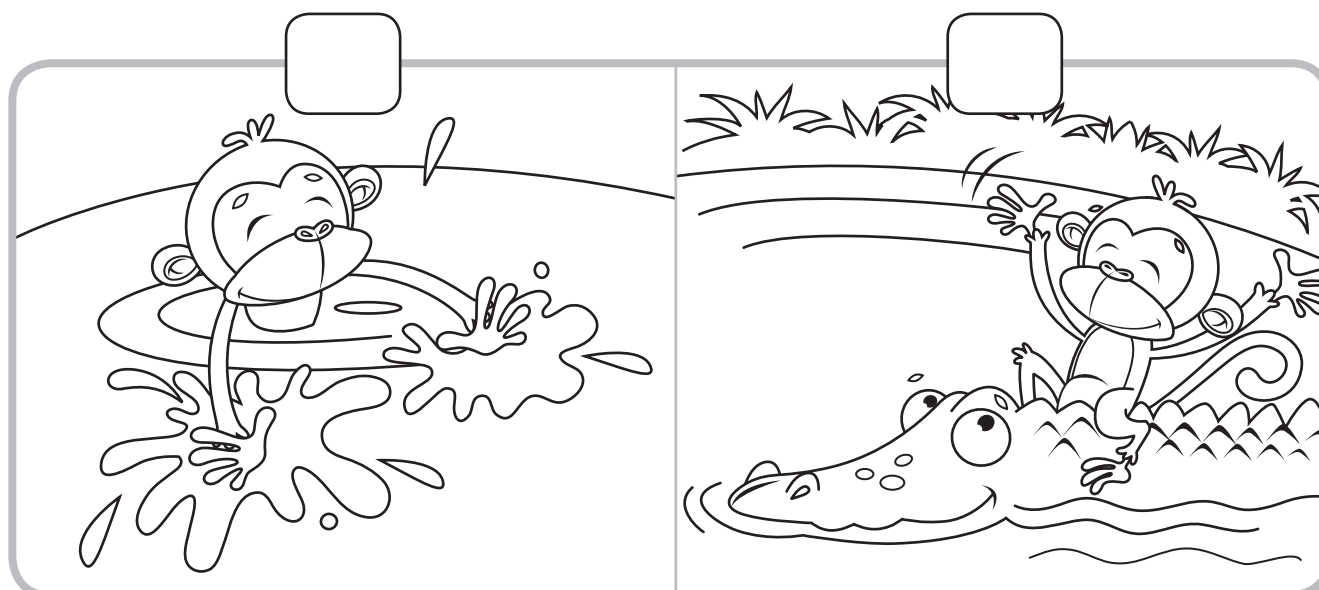
All the monkeys went up the tree. Yes No

A big red crocodile came out of the reeds. Yes No

A big dog went into the river. Yes No

A big green frog came out of the reeds. Yes No

- Tick (✓) if it did happen in the story. Cross (X) if it did not happen in the story.



Main teaching focus

Comprehension: Answering yes or no questions.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note





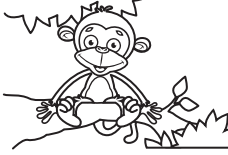



Children read the sentences, decide if the event did or did not happen in the story and circle the answer. They look at the pictures and tick or cross the boxes depending on whether or not the event occurred in the story.

Name: _____ Date: _____

's' endings

You will need: coloured pencils

- Write the word and add 's' to the end.
- Draw more than one of the picture.

		Add the 's'	Draw more than one
tree		trees	
friend			
reed			
monkey			
crocodile			
frog			
river			

- Colour the words that end in 's'.
- How many words end in 's'?

frog	rivers	reed	crocodiles	monkey	friends
frogs	river	reeds	crocodile	monkeys	friend

Main teaching focus

Phonological awareness: 's' suffix.

Other teaching focus

Vocabulary: Word meanings.

Teacher's note

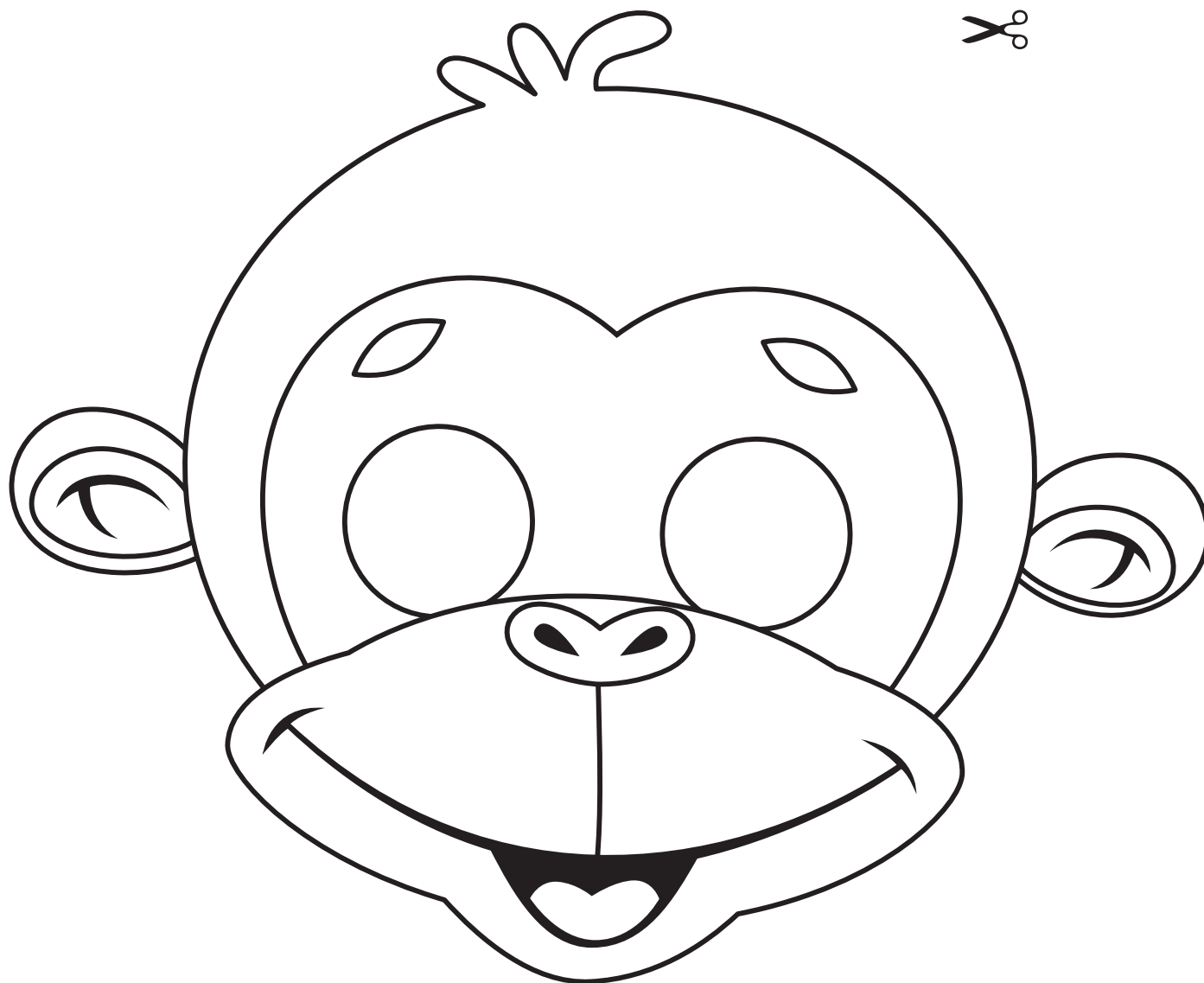
Children write the words with the 's' suffix, then draw pictures to show the plural. They colour in the words in the grid that end in 's' and answer the question. Discuss how the 's' suffix changes the meaning of the word.

Name: _____ Date: _____

Character mask

You will need: coloured pencils, scissors, string, cardboard

- Colour and cut out the mask.
- Attach string to make the mask.

**Main teaching focus**

Oral language development:
Promoting language through
role-play.

Other teaching focus

Comprehension: Recalling the events of
text and showing through role-play.

Teacher's note

Enlarge and copy the mask onto cardboard. Children colour and cut out the mask. Attach string to make the mask and then role-play the events of the story.

A Big Box of Bananas

Level 10 Fiction Word count: 186 Text type: Narrative



High-frequency words introduced: let's, Mr, Mrs, ten, was

High-frequency words consolidated: very

Linking texts: *The Banana Spider* (non-fiction)
Digital Poster 'Hairy Scary Spider'

Curriculum link: community, animals/minibeasts

Phonological awareness: rhyming words; counting syllables; blending CVC words; adjacent consonants 'br'

Story summary: Mr Lee looked into a box of bananas and saw something scary. Mrs Long could not understand why he was so scared, until she saw the hairy spider, too!

Tuning in

- Discuss bananas. Ask, *Do you have a banana in your lunch box? Where do you buy bananas? Where are bananas grown?* Discuss the colour of bananas—green (not ripe), yellow (ripe) and brown (overripe). Write the colour words in felt pen on white card.
- Discuss the feeling of being scared. Ask children to share times that they have been scared. Discuss and record (list or draw) what makes them scared. Discuss how they react to being scared. Ask, *What do you do when you are scared?*
- Play a 'feely-box' game. Place objects in a box. Have children put their hand inside the box and describe the object. Include objects that are hairy or furry. Ask, *How does it feel?* List descriptive words. Draw a picture word of 'hairy' with hair growing out of the letters.

Book walk

- Introduce the story. Give each child a copy of the book. Discuss characters that may be in the story. Read the title. Ask, *How many words are in the title? Can you find the word 'bananas'? How many little words can you find in the word 'banana'?*
- Flip through the book, discussing events and illustrations. Promote language that is used throughout the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *What is Mr Lee doing? What is his face telling us? What could be in the box that made him run away?* Point to his name tag. Ask, *What do you think this says?*

pages 4–5: Ask, *How is Mr Lee feeling? What could be brown, hairy and very, very scary?*

pages 6–7: Ask, *What do you think Mrs Long is thinking? Does the dog look hairy and brown?*

pages 8–9: Ask, *What do you think Mrs Long is thinking? Does the cat look hairy and brown?*

pages 10–11: Ask, *Where is Mrs Long going? What might happen next?*

pages 12–13: Ask, *How many yellow bananas can you see? What else can you see in the box?*

pages 14–15: Ask, *What came out of the box? What might happen next?*

page 16: Ask, *What can you tell by looking at Mr Lee's/ Mrs Long's face? Where is the spider going? Why?*

Reading the text

- Have children read independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.
- Discuss reading strategies with children. During reading ask, *How could you work out this word? Did that make sense?* Encourage children to go back and self-correct.
- Discuss the characters and their role in the story.
- Have children summarise the story in their own words.
- Ask questions such as: *Why did Mrs Long think it could be a dog? What do you think might have happened to Mr Lee and Mrs Long after they ran down the street? Why did the spider run away too? Where might the spider go?*

After reading

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

Choose from the following activities.

Comprehension

- **Sequencing:** Select children to read or act out the story. Talk about what comes first, next and last in the story. Turn to a random page in the book. Ask, *What happens next? What happened before? How do you know?* Give each child a copy of **PW 28** (page 48) to complete individually. Each child pastes the pictures on a long strip of paper in the order they occurred in the story. They then read the sentences and cut out and paste them below the matching pictures.
- **Negation, comparing and contrasting:** Ask children to suggest things that are hairy and things that are not hairy. Put this information into a table with the headings 'Hairy' and 'Not hairy'. Discuss the importance of the

word 'not'. Write it on a card. Place the card in front of other words that are visible in the classroom or in the text and discuss how the meaning has changed.

- **Synonyms:** Write the sentence 'It was very, very scary' onto the board. Read the sentence as a group. Ask children to think of synonyms for 'scary'. Rewrite the sentence using the synonyms, e.g. 'It was very, very frightening. It was very, very terrifying.' Emphasise that the sentences all have the same meaning but use different words.

Phonological awareness

- Discuss how 'hairy' and 'scary' are rhyming words because they have the same sound at the end. Ask, *Can you think of another 'airy' word?* ('fairy', 'dairy'). Brainstorm other words that rhyme.
- As a group, clap the syllables in 'banana'. Ask, *How many syllables are in this word?* Discuss the beginning and endings sounds in words.
- Write the word 'not' on the board. Have the children sound out each letter and ask them to blend them together. Repeat with other CVC words from the text, e.g., 'big', 'ran', 'dog', 'cat', 'ten'.
- Talk about the initial adjacent consonants 'br'. Discuss how these letters are blended together rather than sounded separately (i.e. 'br' rather than 'b-r'). Have children find the 'br' words in the text. Brainstorm other words that begin with 'br'.

Vocabulary

- **Visual recognition of high-frequency words:** 'let's', 'Mr', 'Mrs', 'ten', 'was'. Ask children how many times they can find these words in the story. Write the words on cards (two cards per word) and use them to play Concentration.
- Give each child a copy of **PW 29** (page 49). Children circle 'was' each time they find it in the border around the picture, then count the number of times they found the word. They then find the high-frequency words in the picture and colour each section of the picture according to the instructions.

Fluency

- Discuss and model the importance of reading smoothly and without stopping. Have children practise by reading pages of the text to each other.

Text conventions

- **Speech marks:** Explain that the text between speech marks is what a character is saying. Have children identify speech marks in the text. Have children role-play the text; assign the roles of Narrator (reading the words not in speech marks), Mrs Long and Mr Lee (each reading the text in speech marks).
- **Sentence features:** Discuss the features of a sentence

and punctuation—upper-case letters and full stops, exclamation marks or question marks. Select a page in the book. Ask, *How many sentences are on this page? How can you tell when a sentence begins or ends?* Turn to a different page and ask children to identify how many sentences are on that page and compare this to the previous page.

- **Exclamation marks:** Talk about exclamation marks and when they are used. Discuss how they change the way that we read a sentence. Have children identify exclamation marks in the text. Read 'help' and 'no' in the story as if they had no exclamation marks and then read them with exclamation marks. Discuss the effect it has on the story.
- **Text emphasis/upper-case letters:** Discuss why the words 'NOT' and 'HELP' are shown in upper-case letters on some pages. Discuss how this influences the way we read the text.
- **Question marks:** Talk about question marks and their use in the text. Have children identify the question marks in the text. Discuss how questions need an answer. As a group, write questions with a question mark at the end and then record the answers.

Writing

- Ask children to create a cartoon strip of the story, drawing the events as they occurred at the beginning, middle and end. Ask them to add speech bubbles that show what the characters in the story said.

► ELL engagement

- Collect brown items (e.g. leaves, fabric, pencils, raw sugar, woodlice, soil). Promote language through discussion of the characteristics of the objects. Ask children to sort the objects into categories, e.g. living and non-living. Brainstorm adjectives to describe the nouns.
- Use **PW 30** (page 50) to make puppets and role-play the story, paying particular attention to the direct speech in the story.

► Assessment

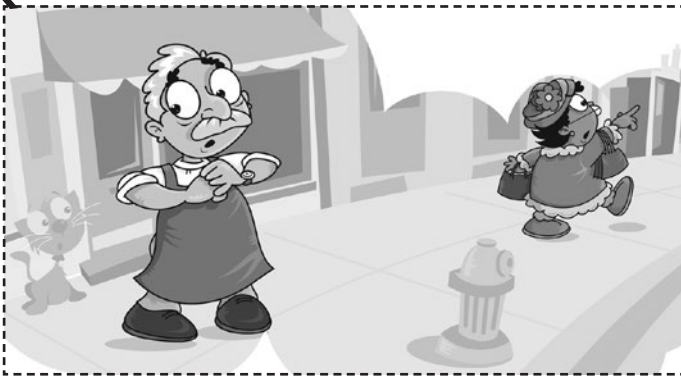
- PWs 28, 29 and 30 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 28 could be kept in the child's portfolio
- Complete Running Record (page 130)

Name: _____ Date: _____

Sequencing

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

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



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



One day, Mr Lee looked
in a big box of bananas.

"HELP!" cried Mr Lee.
A hairy brown spider
came out of the box.

They ran out of the shop
and down the street.
And the spider ran, too!

"Come with me," said Mrs Long.
"Let's look in your
big box of bananas."
And off she went!

Main teaching focus

Comprehension: Sequencing.

Other teaching focus

Phonological awareness: Word recognition 'was'. Initial adjacent consonants 'br'.

Teacher's note

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

Name: _____ Date: _____

High-frequency words

You will need: coloured pencils

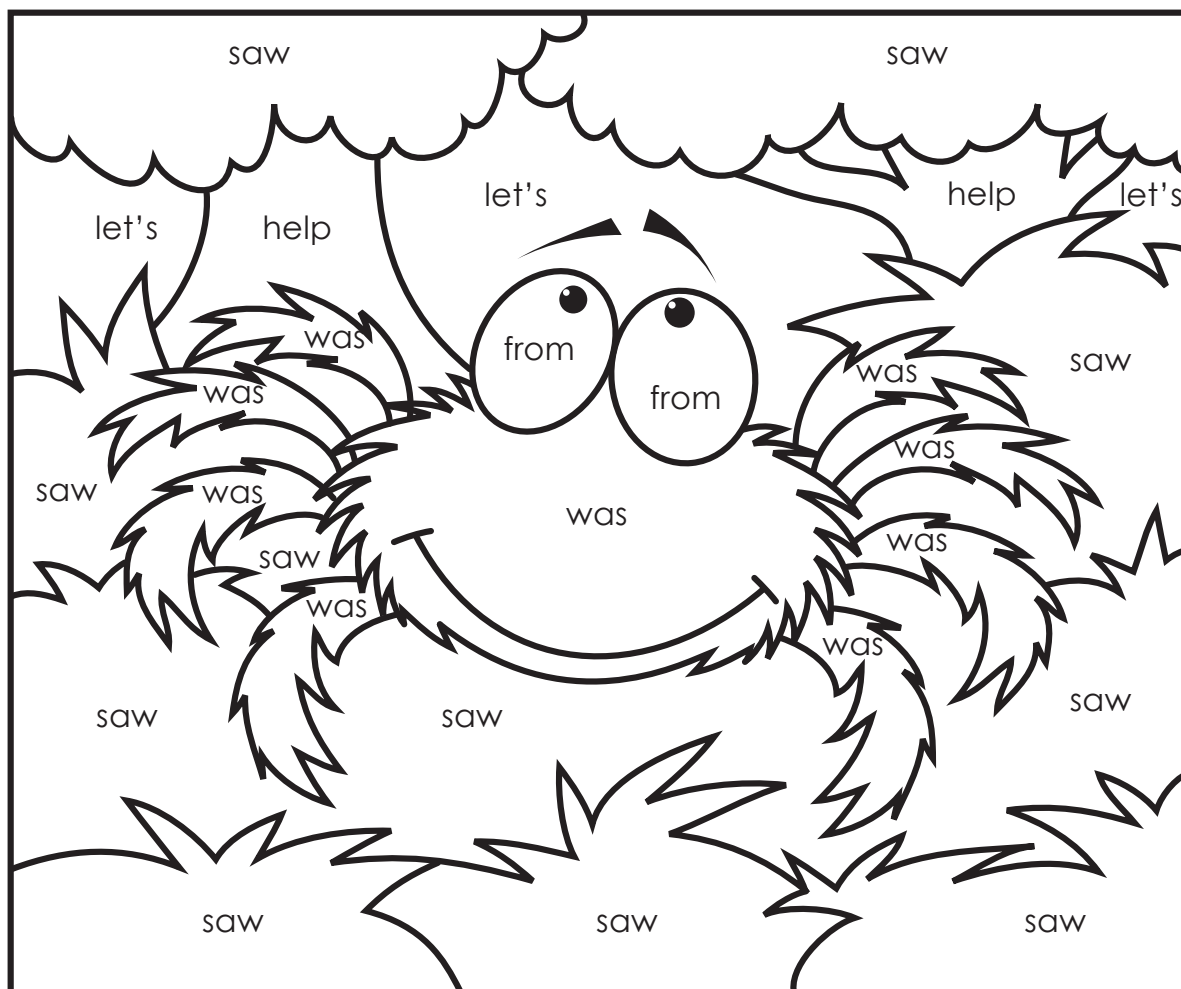
- Find the word 'was' in the border.
- Draw a circle around each 'was'. • I can see the word 'was' _____ times.

wasverywasranwaswithsawhimwasdogwashairywasspiderwasonsawboxwasthewas

shewasoutwasgoingstreetwasfromwasdownwascriedwasatwassaiddogbigwaswent

inwasbrownwasfrommsawwwasasyoudownwasupverywasanddwasboxspiderwasitsawspider

- Find the word 'was'. Colour the space brown.
- Find the word 'help'. Colour the space brown.
- Find the word 'let's'. Colour the space yellow.
- Find the word 'saw'. Colour the space green.
- Find the word 'from'. Colour the space red.



spiderwashairybrowncatwasdogwasbigwaslookboxastwasletswascomewitthwasmeas

Main teaching focus

Phonological awareness:
Word recognition.

Other teaching focus

Phonological awareness:
Consolidating word recognition.

Teacher's note

Children identify high-frequency words in the picture and circle or colour them according to the instructions.

Name: _____

Date: _____

Puppet role-play

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

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



Main teaching focus
Comprehension: Retelling.

Other teaching focus
Oral language development.

Teacher's note
Children colour and cut out the puppets, then stick them onto craft sticks. They use the puppets to role-play the story, using the direct speech in the story.

Rainy Day Picnic

Level 10

Fiction

Word count: 180

Text type: narrative



High-frequency words introduced: cannot, let's, was

High-frequency words consolidated: and, be, it's, lots, makes

Linking texts: *Rainy Day Picnic* E-Book
A Year of Weather (non-fiction)

Curriculum links: me/family, weather

Story summary: It is raining, so Rosie and Cam can't go to the park for a picnic. Rosie is not happy. Mum says they can have a picnic inside, but Rosie is still sad. They talk about how you can do different things in different weather. They have a picnic inside and Rosie is very happy.

Tuning in

- Talk about rainy days. Ask children to share what they like to do when it is raining. Ask, *Do you go outside or do you usually stay inside? What type of things can you do inside on a rainy day?*

Book walk

- Introduce the story. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title? Can you see any high-frequency words in the title? Can you see any other words that you know? Can you find the word 'rainy'?*
- Discuss the cover illustrations and encourage children to make predictions about the text. Ask, *What can you see? What type of weather can you see out the window? What is Rosie holding in her lap? What do you think they were planning on doing? How do you think they are feeling? What might they do now that it is raining?*
- Get children to look at the back cover of the book. Read the blurb and ask children to predict what they think will happen.
- Flip through the book. Encourage discussions about the events. Discuss how illustrations can help us to understand the meaning of the story and assist us with reading unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3 Ask, *What weather can you see outside the window? Why do you think they are saying, 'Oh, no!' Do you think Rosie and Cam can go to the park for a picnic?*

pages 4–5 Ask, *What can Mum see out the window? Is the rain still coming down when Mum looks out the window? How do you think Rosie is feeling?*

pages 6–7 Ask, *Does Rosie look happy? Why not? Does she think the rain is fun? Why does she think the rain is no fun at all?*

pages 8–9 Ask, *Why might Mum think the rain can be fun? Where could they have a picnic instead? Would it be fun to have a picnic inside?*

pages 10–11 Ask, *Does Cam want to have a picnic inside? Does Rosie look happy? Why does Rosie think the rain is no fun at all? Does the rain make her happy or sad?*

pages 12–13 Ask, *What do you think they are talking to Rosie about? What can you do on a hot day? When could you play in the snow? Why might they have a picnic inside on a rainy day?*

pages 14–15 Ask, *Who has jumped up? Where do you think Rosie and Cam are off to? What do they need to get for the rainy day picnic? Why do they need to get the picnic basket and blanket?*

page 16 Ask, *How is Rosie feeling now? Is the rainy day picnic fun?*

Reading the text

Ask children to read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences. Identify words children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*

- Encourage children to look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Ask children to predict what might happen on the next page and how the text might end.
- Get the children to relate the text to their own experiences. Ask, *Have you ever missed out on something because it was raining? What do you do inside when it is raining? Have you ever been on a picnic?*
- Ask children to summarise the text in their own words. Ask, *What happened in the story? What happened at the beginning when it started raining? How did Rosie feel during the story? What happened at the end of the story?*
- Ask inferential questions, such as *Why was Rosie not happy? What do you think she will do next time it is raining? Why was the picnic inside lots of fun? What other things could they have done inside when it was raining?*

After reading

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

Choose from the following activities.

Comprehension

- *Inferring character feelings:* Talk about how Rosie was feeling in the story. Flip through pages and ask, *How was Rosie feeling here? Why do you think she was feeling that way?* Ask children to use sentences in the text and the illustrations to identify Rosie's emotions. Ask children to complete **PW 31** (page 53).
- *Sequencing:* Write sentences from the text onto pieces of paper. Get children to read them and draw pictures to show what the sentences say. Ask children to sequence the sentences and pictures in the correct order. Get them to re-read the sentences to make sure that they have been ordered correctly.

Phonological awareness/Graphophonics

- Discuss the consonant digraph 'sh.' Talk about how these two letters next to each other make the sound 'sh' and aren't sounded separately as 's-h.' Brainstorm and record other words that begin with 'sh.'
- Discuss the initial consonant blend 'sw.' Write this blend on the board and talk about how when these letters are next to each other, we blend the sounds together rather than sounding the letters separately. Brainstorm and record words that begin with 'sw.' Get children to practise blending the sounds at the beginning of the words. Repeat with other consonant blends in the text (i.e. 'sn,' 'bl,' 'pl').
- Talk about how the suffix 's' changes the way we read a word. Ask children to find words in the text that have an 's' ending and get them to practise reading the words.
- Talk about how the suffix 'ing' changes the way we read a word. Ask children to find words ending in 'ing' in the text. Talk about the sound these letters make when sounded together. Brainstorm other 'ing' words.
- As a group, talk about the long vowel sound 'ai.' Find words with 'ai' in the text and brainstorm other 'ai' words. Record the words. Ask children to circle the 'ai' and practise reading them.
- Discuss the long vowel sound 'ay.' Brainstorm and record words that have 'ay' in them. Ask children to find other 'ay' words in the text.
- Discuss the number of syllables in 'picnic.' Get children to clap and say each syllable. Discuss the number of syllables in other words such as 'rain' and 'blanket.' Talk about how words have different numbers of syllables. Get children to complete **PW 32** (page 54).

Vocabulary

- *Visual recognition of high-frequency words:* 'cannot,' 'let's,' 'was,' 'and,' 'be,' 'it's,' 'lots,' 'makes.' Ask children to locate these words in the text. Get them to count how many times each high-frequency word appears in the text.
- Get children to write each of the high-frequency words on cards (two cards for each word). Children can use the cards to play Snap or Memory with a friend.

Fluency

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

Text conventions

- *Sentence features:* Discuss how sentences begin with capital letters and end with full stops. Turn to different pages of the text and Ask children to identify the capital letters and full stops. Ask, *How many sentences are on this page?*
- *Front cover:* Ask children to talk about the features of the front cover of the book. Discuss how it shows the title, author and illustrator. Get children to look at the illustration on the front cover. Ask, *Why do you think this is a good picture to have on the front cover?*
- *Speech marks:* Discuss speech marks and explain how they show us that a character is talking. Ask children to identify speech marks in the text.
- *Exclamation point:* Identify the exclamation points in the text. Talk about how authors use exclamation points when they want to show something is important or exciting. Discuss how readers change their voice when there is an exclamation point. Get children to practise changing their tone when reading sentences with an exclamation point.
- *Text emphasis/bold font:* Discuss why 'is' is shown in bold letters on page 5. Discuss how when the font is different it influences the way we read the text. Ask children to find other examples of bold font in the text.

Writing

- Get children to talk about all the things that would make a good picnic. Ask, *Where would you go on the picnic? What would you bring on the picnic? Who would go on the picnic?* Ask children write an account of their perfect picnic.

► English Language Learners

- Ask children to imagine that they are planning a picnic. As a group, brainstorm all the things you would need to organise and bring for a picnic. Ask, *What things would we need to bring with us? Would we need a picnic blanket and basket? Would we need to bring plates and cups? What food and drinks would you bring?* Get children to complete **PW 33** (page 55).

► Assessment

- PWs 31, 32 and 33 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 31 could be kept in the child's portfolio
- Complete Running Record (page 131)

Name: _____

Date: _____

Rosie's feelings

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

		<hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/>

Main teaching focus
Comprehension: Inferring characters' feelings

Other teaching focus
Comprehension: Recalling events from a text

Teacher's note
Children draw facial features to represent how Rosie was feeling at that part of the story. Then they write a sentence to explain why she was feeling that way.

Name: _____ Date: _____

Syllables

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

- Draw a picture to match each word.
- Cut them out, count the syllables and paste in the box.

1 syllable	2 syllables

picnic	blanket	sad	rain
basket	happy	park	fun

Main teaching focus
Phonemic awareness: Syllables

Other teaching focus
Vocabulary: Word meanings

Teacher's note
Children draw pictures to show the meaning of each word. Then they cut out the words, count the syllables and paste in the boxes at the top of the page.

Name: _____ Date: _____

Planning a picnic

You will need: coloured pencils or crayons

- Write a list of the things you would need to bring on a picnic.
- Draw a picture of your picnic in the box below.

_____	_____	_____
_____	_____	_____
_____	_____	_____

Main teaching focus

Oral language development: Theme words – picnics

Other teaching focus

Writing: Writing a list

Teacher's note

Children write a list of things they would need to bring if they were planning a picnic. Then they draw a picture of their picnic.

Where Are You, Rusty?

Level 10 Fiction Word count: 187 Text type: narrative



High-frequency words introduced: back, cannot, let's, long, old, then, two, was

High-frequency words consolidated: but, find, I'm, saw

Linking texts: *Where Are You, Rusty?* E-Book
Animal Body Parts (Non-fiction)

Curriculum links: me/family, environment, animals

Story summary: Gus is playing with his dog Rusty at the park. Rusty runs off and Gus searches for him. Gus thinks he sees him, but it is only a rabbit, a mouse and a squirrel. Gus sits down and Rusty comes back.

Tuning in

- Play a 'hot and cold' searching game. Choose an object, such as a ball, that children have to search for. Hide it in the room while children are not looking and then ask them to search for it. Say 'cold' if they are searching in an area far away from the hidden object and say 'hot' if they are searching in an area close to the hidden object. The child that finds the object can then have a turn at hiding it.

Book walk

- Introduce the story. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title? Can you see any high-frequency words in the title? Can you see any other words that you know? Can you find the word 'Rusty'?*
- Discuss the cover illustrations and encourage children to make predictions about the text. Ask, *What can you see? What is Gus doing? What do you think he might be looking for? What is his dog doing? Why do you think he needs to look for Rusty?*
- Ask children to look at the back cover of the book. Read the blurb and get children to predict what they think will happen.
- Flip through the book. Encourage discussions about the events and illustrations. Discuss how illustrations can help us to understand the story and assist us with reading unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3 Ask, *Does Gus like to play at the park? Do you think his dog Rusty likes to play at the park, too? What is Gus playing on? Where is Rusty? Can Rusty find Gus? Can he see him up on the slide?*

pages 4–5 Ask, *Why do you think Rusty looked at Gus? Why would Rusty be wagging his tail? Where is Rusty running? Why is Gus shouting at Rusty for him to come back?*

pages 6–7 Ask, *Why do you think Gus ran after Rusty? Where has Gus gone? Can he see Rusty from the top of a hill? Where is Rusty? Can Gus see him?*

pages 8–9 Ask, *Where is Gus looking for Rusty? What can he see in the long grass? Where is the little black nose? Why does he think he can see Rusty? Is it Rusty's nose? Whose nose is it?*

pages 10–11 Ask, *Where is Gus looking now? What can he see in the old log? Where are the two little eyes? Why does Gus think he can see Rusty? Are they Rusty's eyes? Whose eyes are they?*

pages 12–13 Ask, *Where is Gus looking now? What can he see at the big tree? Where is the long brown tail? Why does he think he can see Rusty? Is it Rusty's tail? Whose tail is it?*

pages 14–15 Ask, *Where is Gus sitting? Why is he sitting down? Can he find Rusty anywhere?*

page 16 Ask, *Who has come back? Why do you think Gus is so happy?*

Reading the text

Ask children to read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences. Identify words children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*

- Encourage children to look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Get children to predict what might happen on the next page and how the text might end.
- Have the children relate the text to their own experiences. Ask, *Have you had to search for something? What might you do if your dog was missing?*
- Ask children to summarise the text in their own words. Ask, *What happened in the story? What did Gus and Rusty do at the park? What did Gus do when he couldn't find Rusty?*
- Ask inferential questions, such as *Why do you think Rusty ran off? Why did Gus think the rabbit was Rusty? Where else could Gus look for Rusty? Do you think Rusty would run off next time they are at the park? Why/why not?*

After reading

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

Choose from the following activities.

Comprehension

- *Sequencing:* Ask children to recall the events of the text. Flip through pages and ask children to explain what is happening.
Ask, What happened before this? What happened after this?
Write events from the story onto pieces of paper. Ask children to sequence the events and then identify which happened in the beginning, middle and end of the story. Get children to complete **PW 34** (page 58).
- *Recall:* Discuss the setting of the story. *Ask, What happened when Gus and Rusty were at the park?* Flip through pages of the text and ask children to explain what happened at different places in the park. For example, point to the log on page 11 and ask, *What happened in the log?* Get children to complete **PW 35** (page 59).

Phonological awareness/Graphophonics

- Discuss the initial consonant digraph 'wh.' Talk about how these two letters next to each other make the sound 'wh' and aren't sounded separately as 'w-h.' Brainstorm and record other words that begin with 'wh.'
- Discuss the initial consonant blend 'sl.' Write this blend on the board and talk about how when these letters are next to each other, we blend the sounds together rather than sounding the letters separately. Brainstorm and record words that begin with 'sl.' Get children to practise blending the sounds at the beginning of the words. Repeat with other consonant blends in the text (i.e. 'gr,' 'bl'). Get children to complete **PW 36** (page 60).
- Ask children to identify words in the text that have double consonants: 'wagged,' 'little,' 'grass,' 'rabbit,' 'squirrel.' As a group, discuss that when there are double letters in a word you only say the sound once.
- Find 'back' in the text. Discuss the final consonant blend 'ck' and how these two letters are sounded together to make one single sound 'ck', rather than sounding 'c-k.' Brainstorm and record other words that end in 'ck' and ask children to circle the 'ck' ending.
- Discuss the words 'slide' and 'nose' and the long vowel rule for silent 'e.' Explain that usually when there is a silent 'e' on the end of the word you make a long vowel sound for the previous vowel, instead of a short vowel sound. Ask children to find words in the text that end with 'e.' As a group, sound and read the words to identify if they are words that use the silent 'e' rule.

Vocabulary

- *Visual recognition of high-frequency words:* 'back,' 'cannot,' 'let's,' 'long,' 'old,' 'then,' 'two,' 'was,' 'but,' 'find,' 'I'm,' 'saw.' Ask children to locate these words in the text. Get them to count how many times each high-frequency word appears in the text.
- Ask children to write each of the high-frequency words on cards (two cards for each word). Children can use the cards to play Snap or Memory with a friend.

Fluency

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

Text conventions

- *Sentence features:* Discuss how sentences begin with capital letters and end with full stops. Turn to different pages of the text and ask children to identify the capital letters and full stops. *Ask, How many sentences are on this page?*
- *Front cover:* Get children to talk about the features of the front cover of the book. Discuss how it shows the title, author and illustrator. Ask children to look at the illustration on the front cover. *Ask, Why do you think this is a good picture to have on the front cover?*
- *Speech marks:* Discuss speech marks and explain how they show us that a character is talking. Ask children to identify speech marks in the text.
- *Exclamation point:* Identify the exclamation points in the text. Talk about how authors use exclamation points when they want to show something is important or exciting. Discuss how readers change their voice when there is an exclamation point. Ask children to practise changing their tone when reading sentences with an exclamation point.
- *Question mark:* Talk about how a question mark is used at the end of a question, rather than a full stop. Encourage children to count the question marks in the text. Get children to ask each other questions and record them with a question mark at the end.

Writing

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

► English Language Learners

- Talk about what Gus and Rusty did at the park. *Ask, What other things could they do at the park?* Encourage children to share what they like to do when they go to a playground. As a group, make a list of playground activities and games. Provide children with a large piece of paper and get them to work together to create a drawing of a park. Promote and support children's language development during discussions.

► Assessment

- PWs 34, 35 and 36 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 34 could be kept in the child's portfolio
- Complete Running Record (page 132)

Name: _____ Date: _____

Beginning, middle, end

You will need: coloured pencils or crayons

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

Beginning

Middle

End

Main teaching focus

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

Other teaching focus

Comprehension: Recalling events from the story

Teacher's note

Children recall events from the text and write them in the table according to the sequence they occurred in the story. They can then draw pictures to match their sentences.

Name: _____ Date: _____

Picture recall

- In each box, write what happened at that place in the park (the slide, the old log and the big tree).



Main teaching focus

Comprehension: Recalling events from the story

Other teaching focus

Comprehension: Exploring the setting in a story

Teacher's note

Children recall what happened at each area in the park. They record the events in the boxes.

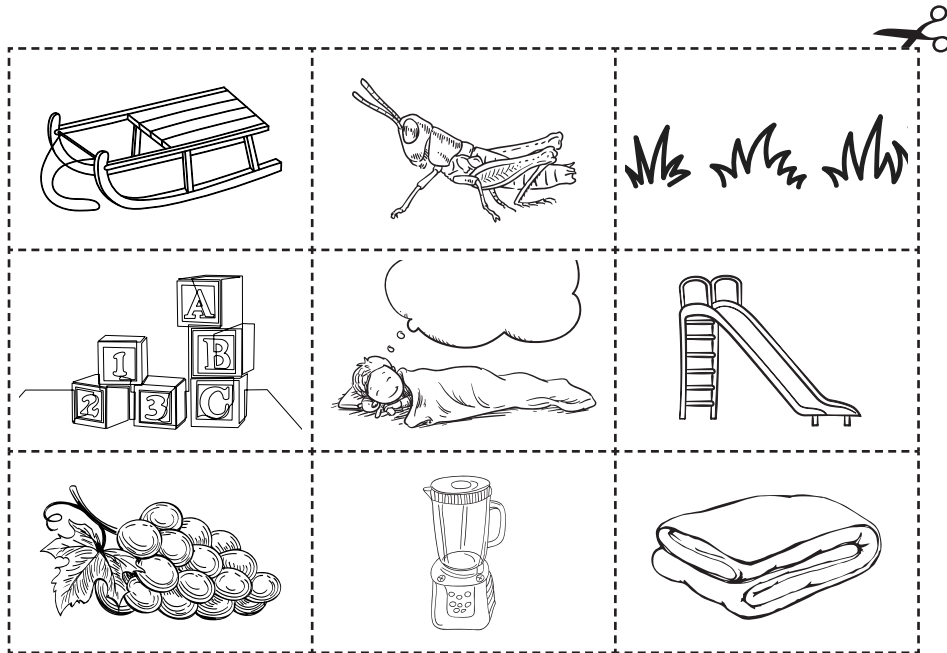
Name: _____ Date: _____

Blends cut, sort and paste

You will need: scissors, glue

- Cut out the pictures. Match to the beginning blend.

sl	gr	bl
----	----	----



Main teaching focus

Graphophonics: Initial consonant blends 'sl,' 'bl' and 'gr'

Other teaching focus

Phonemic awareness: Identifying the beginning and ending sounds in words

Teacher's note

Children cut out the pictures and paste them in the correct box based on the initial consonant blend 'sl,' 'gr,' or 'bl'.

Make Two Crocodiles

Level 10

Non-fiction

Word count: 196

Text type: Procedural



High=frequency words introduced: back, bend, draw, fold, long, then, two

High=frequency words consolidated: from, make

Linking texts: *Big Green Crocodile* (fiction); *Digital Poster 'The Crocodile's Bite'*

Curriculum links: animals, creative play

Phonological awareness: split digraph 'a_e'; adjacent consonants 'cr'; digraphs 'ar', 'ck', 'th'; homophones 'to', 'two', 'too'

Text summary: This text shows how to make two types of crocodiles. The instructions for a crocodile card explain how to fold and cut a crocodile from green card. The instructions for a peg crocodile show how to use a peg, googly eyes, pipe cleaner and paint to make a crocodile that goes snap, snap!

Tuning in

- Look at pictures of crocodiles. As a group, discuss and list the physical features of a crocodile. Ask, *How many legs do they have? What colour are they? Do they have fur or skin? What is their face like?*
- Encourage children to role-play how crocodiles move and chomp food. Ask, *Can you show me how crocodiles swim? Can you show me how crocodiles roll in the mud?*

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Ask, *How many words are in the title? Can you find the word 'crocodiles'? What type of text do you think this is going to be? What do you think it will teach us to make?* Discuss the photograph on the front cover. Compare the two types of crocodiles.
- Have children predict how the book will teach them to make the crocodiles. Ask, *How do you think we will make the crocodiles? What materials do you think you would need to make the crocodiles?*
- Flip through the book, discussing events and photographs. Promote language that is used throughout the text. Discuss how pictures help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *What colour card do you need to make the crocodile card? What else do you need to get? Where do you need to fold the paper to make the crocodile card?*

pages 4–5: Ask, *What do you need to draw on the card? What parts of the crocodile do you need to draw? How many legs do you need to draw? What would you use the scissors for? How many cuts do you need to make on the crocodile's back? What do you think you need to do next? How could you make the triangles go up?*

page 6: Ask, *What do you need to cut at the front of the crocodile? What do you need to cut out inside the mouth? How is the girl cutting out teeth?*

page 7: Ask, *What colour eyes does the crocodile need? How is the girl putting eyes on the crocodile?*

pages 8–9: Ask, *What has the girl made?*

pages 10–11: Ask, *What things do you need to make the*

peg crocodile? What is the pipe cleaner going to be used for? What do you think the green paint will be used for?
pages 12–13: Ask, *What colour do you paint the peg? What do you need to do to the pipe cleaner? How do you put the legs into the peg? What do you do with the eyes?*
pages 14–15: Ask, *What does the peg crocodile do? How would you make it go 'Snap! Snap! Snap!'*
page 16: Ask, *What is the glossary for? What were these things used for?*

Reading the text

- Have children read independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.
- Discuss reading strategies with children. During reading ask, *How could you work out this word? Did that make sense?* Encourage children to go back and self-correct.
- Discuss the features of this procedural text—that it teaches us how to make something.
- Have children retell in their own words the steps to make the crocodiles.
- Ask questions such as: *Why is green card a good colour to use? Why do we only cut two legs if crocodiles have four legs? Why should we have the triangles pointing up? If we didn't have a black pencil what could we do for the eyes? Why do the pipe cleaners make good legs? Why is it important to have the glue?*

After reading

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

Choose from the following activities.

Comprehension

- *Following instructions:* Collect enough materials for each child to make the card crocodile—green card, scissors and black pencil. Ask children to read through the text,

follow the instructions and use the materials to make a crocodile card. Encourage children to refer back to the text to find out what they need to do.

- *Following instructions:* Collect enough materials for each child to make the peg crocodile—peg, green paint, paintbrush, pipe cleaner, googly eyes, glue and scissors. Ask children to read through the text, follow the instructions and use the materials to make the peg crocodile. Encourage children to refer back to the text to find out what they need to do.
- *Sequencing:* As a group, recall and list the materials needed to make the peg crocodile. Ask children to retell the steps to make the peg crocodile and record them. Ask, *What was the first thing that had to be done? What was the next step?* Encourage children to use language from the text. Have children complete **PW 37** (page 63).
- *Sequencing:* Have children retell the steps involved in making the crocodile card. Discuss time order words, e.g. 'first', 'then', 'next'. As a group, record the steps involved in making the crocodile card, using time order words to sequence events.

Phonological awareness

- As a group, discuss the word 'make' and the long vowel rule for the split digraph. Explain that usually when there is a silent 'e' on the end of the word you make a long vowel sound for the previous vowel, instead of a short vowel sound. Have children find words in the text that end with 'e' and as a group sound and read the words to identify if they are words that use the silent 'e' rule.
- As a group, discuss the initial adjacent consonants 'cr'. Discuss how when these letters are next to each other they can be blended together (i.e. 'cr' rather than 'c-r'). Find 'cr' words in the text. Brainstorm other 'cr' words. Have children complete **PW 38** (page 64).
- As a group, discuss the 'ee' long vowel sound. Have children find 'ee' words in the text. Brainstorm, draw and write other words with the 'ee' long vowel sound.
- Talk about the phoneme made when the letters 'a' and 'r' are together—'ar'. Brainstorm and record 'ar' words.
- Find the word 'black' in the text. Talk about how the letters 'ck' at the end of the word are sounded together. Brainstorm and list other words that end in 'ck'.
- Look at the words 'mouth' and 'teeth' on page 6. Discuss the consonant digraph 'th' at the end of the words. Talk about the sound these letters make when they are blended together.
- Talk about the homophones 'to', 'two' and 'too'. Discuss how these words sound the same but have different meanings. Explain the different ways we use the words and write them in different sentences. Ask children to find the different words in the text.

Vocabulary

- *Visual recognition of high-frequency words:* 'back', 'bend', 'draw', 'fold', 'long', 'then', 'two'. Ask children to find these in the text.

- *Word meanings:* Write the words 'nose', 'legs', 'back', 'tail', 'mouth', 'eyes' and 'teeth' on flash cards. Ask children to role-play being a crocodile. Show them the flash cards and ask them to point to that part of their body.
- *Word meanings:* Write the words 'peg', 'paint', 'pipe cleaner' and 'eyes' on cards. Discuss their meaning. Draw a picture of the peg crocodile and use the cards to label the parts of the crocodile. Have children complete **PW 39** (page 65).

Fluency

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

Text conventions

- *Sentence features:* Copy the text from pages 2–3 and have students colour all the upper-case letters in one colour and the full stops in another colour. Ask, *How many sentences were on these pages?*
- *Commas:* Discuss when and why commas are used. Explain how we pause when there is a comma. Have children find the commas in the text.
- *Exclamation marks:* Talk about how exclamation marks influence the way the text is read. Have children find the exclamation marks in the text. Have children practise reading sentences with exclamation marks.
- *Features of a procedural text:* Discuss with children how this is a procedural text and it teaches us how to make things. Talk about how it lists materials needed and gives instructions on how to make the crocodiles.

Writing

- Discuss the features of a letter and the language used when writing letters (e.g. 'dear', 'to', 'from'). Ask children to write a letter to a friend in their crocodile card.
- Ask children to write a recount on how to make a crocodile card or a peg crocodile. Encourage them to use time order language (e.g. 'first', 'then', 'next', 'after', 'later', 'finally') in their recount.

► ELL engagement

- Give children coloured card, scissors and glue. Ask them to design and make animal cards similar to the crocodile card. Discuss the features of the animals as they make the cards.
- Discuss the verbs in the text, e.g. 'cut', 'make', 'draw', 'fold', 'paint', 'bend'. Brainstorm other verbs and have children role-play the actions.

► Assessment

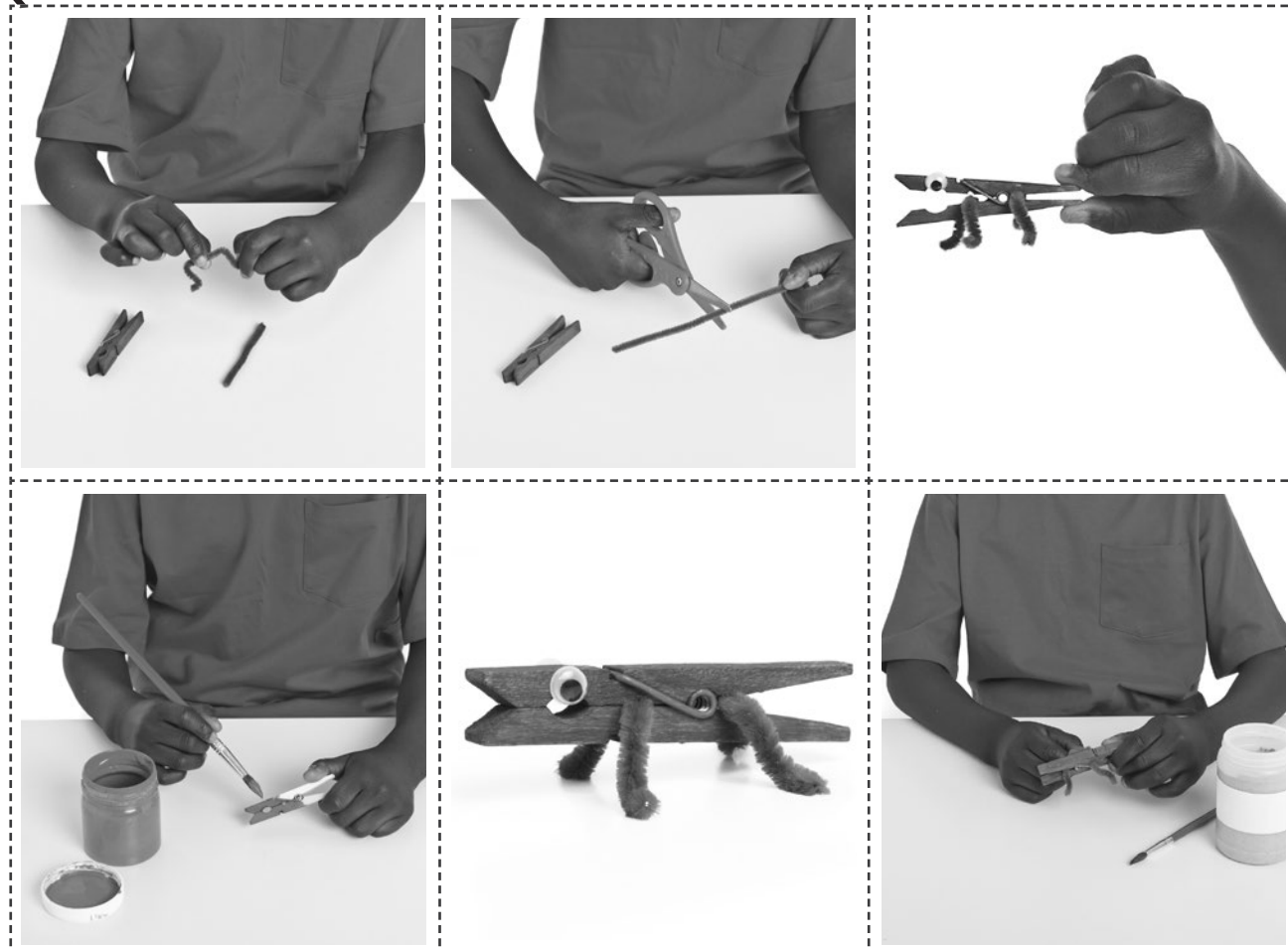
- PWs 37, 38 and 39 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 37 could be kept in the child's portfolio
- Complete Running Record (page 133)

Name: _____ Date: _____

Sequencing

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

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



Paint the peg green.	The legs go into the peg like this.	The crocodile goes <i>Snap! Snap! Snap!</i>
The eyes go on the crocodile like this.	Bend the pipe cleaners to make the crocodile legs.	Cut the pipe cleaner in two like this.

Main teaching focus

Comprehension: Sequencing pictures from the text.

Other teaching focus

Comprehension: Reading sentences and matching with pictures.

Teacher's note

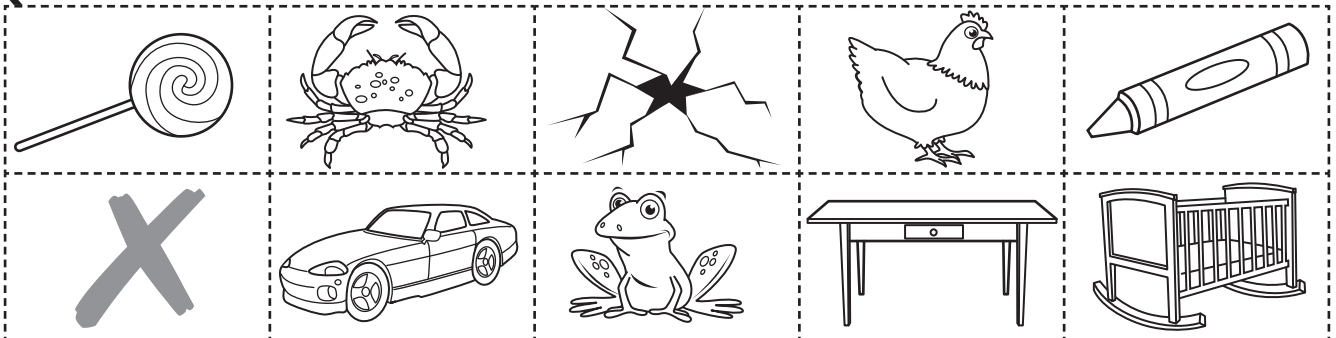
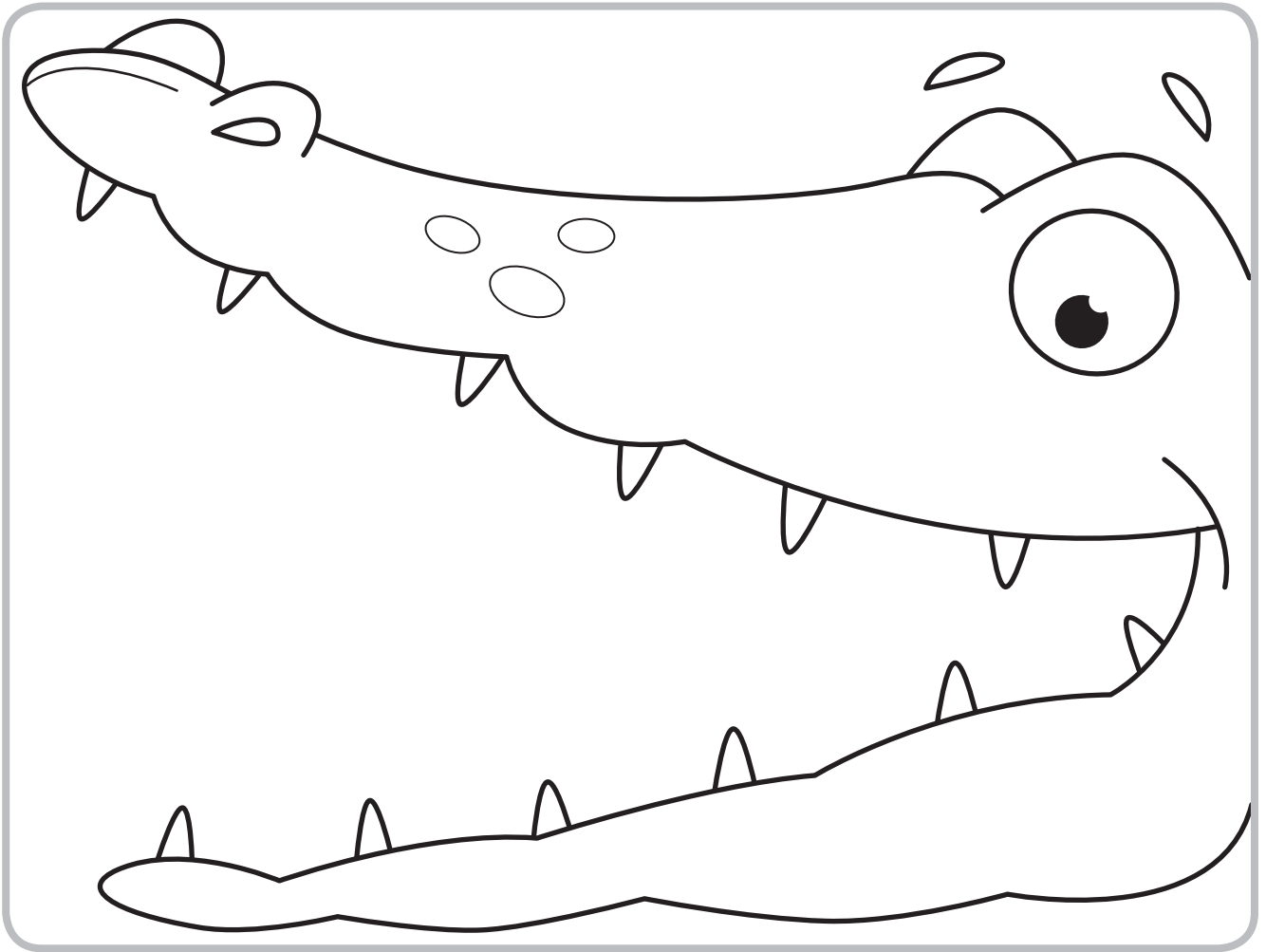
Children cut out the pictures and sequence them in the order of the text. They then paste the pictures and matching sentences on a strip of paper.

Name: _____ Date: _____

'cr' words

You will need: coloured pencils, scissors, glue

- Colour the pictures that start with 'cr'.
- Cut out the 'cr' pictures and paste them in the crocodile's mouth.



Main teaching focus

Phonological awareness: Initial consonants 'cr'.

Other teaching focus

Phonemic awareness: Hearing sounds in words—identifying beginning sounds of words.

Teacher's note

Children colour and cut out the pictures that begin with the initial consonant blend 'cr'. They then paste these pictures inside the crocodile's mouth.

Name: _____

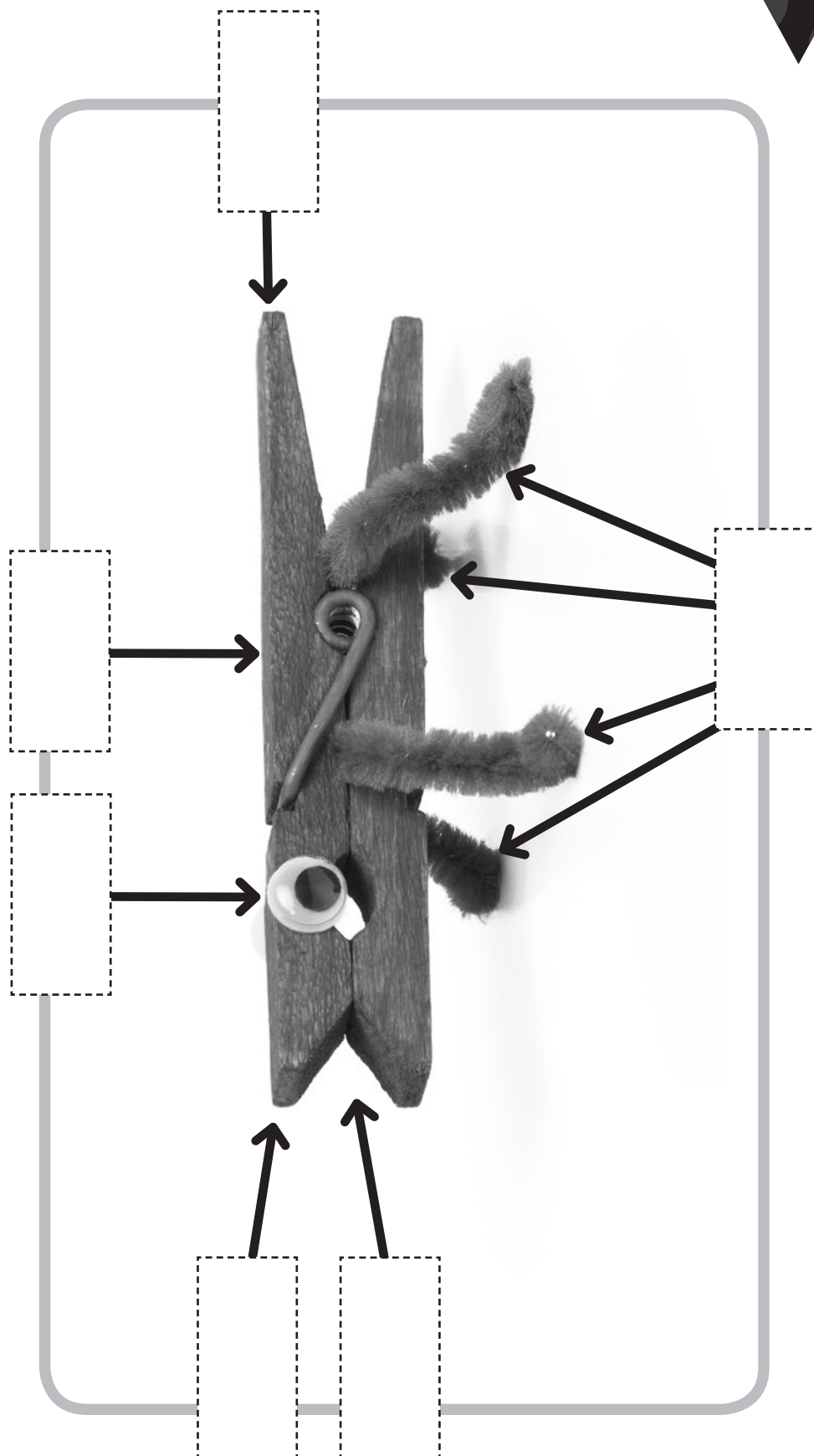
Date: _____

Labelling a crocodile ✂

You will need: scissors, glue

- Cut out the labels.
- Paste the labels next to the crocodile.

back	eye	legs
mouth	nose	tail



Main teaching focus

Oral language development:
Word meanings.

Other teaching focus

Phonological awareness: Initial letter names.

Teacher's note

Children cut out words and paste them in the appropriate place to label the peg crocodile.

The Banana Spider



Level 10 Non-fiction Word count: 174 Text type: Report

High-frequency words introduced: cannot, let's, long, two

High-frequency words consolidated: but, find, from, make

Linking texts: *A Big Box of Bananas* (fiction); *Digital Poster 'The Spider Poem!'*

Curriculum links: minibeasts/animals, science, environment

Phonological awareness: initial adjacent consonants 'sp', 'cr', 'br', 'fr'; split digraph 'a_e'; counting syllables; suffixes 'ing', 's'; double consonants

Text summary: Learn about a banana spider—what it looks like, where it lives and what it likes to eat. Find out why the banana spider has its name even though it doesn't look like a banana!

Tuning in

- Discuss spiders with the children. Ask, *What are spiders? Where do you find them? What do they look like? How many legs do they have? How do they move?* Have children role-play the movements of a spider.
- Discuss bananas with the children. Bring in a banana and ask children to look at it, smell it and feel it. Ask them to describe the banana. Ask, *What does it look like? What does it smell like? How does it feel?* Discuss where bananas are found and where they grow.

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Ask, *How many words are in the title? Can you see any high-frequency words? Can you find the word 'banana'? Can you see any little words inside the word 'banana'?* Discuss the photograph on the front cover and link to children's personal experiences.
- Flip through the book, discussing events, photographs and illustrations. Promote language that is used throughout the text. Discuss how pictures help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *What can you see? Is it a hairy spider? How many legs and eyes does the banana spider have? Is it long or short compared to the ant? Do you think it is fast or slow?*

pages 4–5: Ask, *Where are the spider's eyes? Where are the spider's fangs? Where are the spider's legs? How many fangs does it have? What are its legs like?*

pages 6–7: Ask, *Is the crab spider like a crab? Is the wolf spider like a wolf? How are they different? Is the banana spider like a banana?*

pages 8–9: Ask, *Is the banana spider a banana? How is the banana spider different from a banana? Can you eat a banana spider?*

pages 10–11: Ask, *Where does the banana spider like to hide? Can you see it anywhere?*

pages 12–13: Ask, *Where else does the banana spider like to hide? What can you see the banana spider eating? What colour is the little lizard?*

pages 14–15: Ask, *What has this boy made? How is it like a banana spider? What colour is it? Is it hairy? Why would this be a very, very scary spider?*

page 16: Ask, *Were all of these words in the text? Why do you think these pictures are here? Can you find South America, where the banana spiders come from?*

Reading the text

- Have children read independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.
- Discuss reading strategies. During reading ask, *How could you work out this word? Did that make sense?*
- Ask students to relate the text to their own experiences. Ask, *Where have you seen a spider? What did you do when you saw the spider? How did you feel?*
- Discuss how this is a non-fiction text and how we learn things from reading this type of text. Ask, *What have we learnt about banana spiders from reading this text? What facts have we learnt?*
- Have children retell the information in the text in their own words.
- Ask inferential questions such as: *Why do you think this spider is called a banana spider? Why do you think the spider hides in the bananas and the long leaves? How do you think the spider caught the lizard? How do you think this boy made his spider?*

After reading

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

Choose from the following activities.

Comprehension

- **Recall and cloze:** Have children recall facts from the text. Flip through pages of the text and ask, *What did you learn about banana spiders on this page?* Have children complete sentences about things they learnt from

the text. For example, say, *A spider has eight _____.* *A banana spider likes to hide in the banana _____.* Discuss with children how they worked out what the missing word was. Have children complete **PW 40** (page 68), completing the sentences and drawing a picture.

- *Comparing and contrasting:* Have children look closely at the three spiders shown in the text—the banana spider, the crab spider and the wolf spider. Ask them to identify how they are different from the crab, wolf and banana. Ask, *How are the crab spider and the crab different? How is the wolf spider different from the wolf? How is the banana spider different from a banana?* Ask children to compare and contrast the three spiders, asking: *How are these spiders the same? What do they have in common? How are they different?*

Phonological awareness

- Discuss the initial adjacent consonants ‘sp’, ‘cr’, ‘br’ and ‘fr’ and how, when these letters are next to each other, we say them together rather than sounding each letter separately (i.e. ‘sp’ rather than ‘s-p’). Have children find words with these beginning consonants in the text. Brainstorm other words that begin with these consonants.
- As a group, discuss the word ‘make’ and the split digraph ‘a_e’. Explain that usually when there is a silent ‘e’ on the end of the word you make a long vowel sound for the previous vowel, instead of the short vowel sound. Have children find words in the text that end with ‘e’ and as a group sound and read the words to identify if they are words that use the silent ‘e’ rule.
- Discuss the number of syllables in ‘banana’. Have children clap and say each syllable. Discuss the number of syllables in other words such as ‘spider’ and ‘leaves’. Talk about how words have different numbers of syllables.
- Talk about the suffix ‘ing’ and the sound these letters make when they are together. Have children find words with ‘ing’ endings in the text. Discuss how we can add ‘ing’ to other words we know. Brainstorm and record words with an ‘ing’ suffix.
- Discuss the suffix ‘s’ and how it changes the way we read the word. Discuss how the ‘s’ suffix can also change the meaning of the word. Discuss how ‘s’ on the end of the word can indicate a plural. Talk about the word ‘spider’ and how this means there is one spider. Discuss the word ‘spiders’ and how this means there is more than one spider. Find words with the ‘s’ suffix in the text.
- Ask children to identify words in the text that have double consonants: ‘cannot’, ‘little’. As a group, discuss that when there are double letters in a word you only say the sound once. List other words with double consonants. Have children circle the double consonants and sound out the words.

Vocabulary

- *Visual recognition of high-frequency words:* ‘cannot’, ‘let’s’, ‘long’. Ask children to find these words in the text.

Write these words on cards (two cards for each word) and have children practise reading the words. Use the cards to play games such as Pairs.

Fluency

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

Text conventions

- *Sentence features:* Talk about the features of a sentence. Discuss how sentences begin with an upper-case letter and end with a full stop, exclamation mark or question mark. Flip through different pages of the text. Ask, *How many sentences are on this page? How do you know where the sentence starts? How do you know where the sentence ends?*
- *Text emphasis/italic font:* Discuss why some words are in italics. Explain that the words in italics are in the glossary at the back of the text and that the glossary helps us to find out what the words mean.
- *Interpreting diagrams:* Discuss the diagram on page 4. Talk about how we get information from this diagram even though it isn’t written in sentences. Discuss strategies for reading the diagram such as reading the labels and following the arrows to where they are pointing.

Writing

- Have children discuss what they learnt about banana spiders. Tell them to flip through the text and recall what happened on each page. Have children complete **PW 41** (page 69), recalling facts from the text and writing a report about banana spiders.

► ELL engagement

- Talk about how spiders are a type of minibeast. Brainstorm other minibeasts, including insects. Discuss where minibeasts live, what they look like, what size they are, etc. Take the children outside and hunt for different minibeasts. Ask children to draw the minibeasts that they saw.
- Discuss the different parts of the spider—legs, eyes, body, fangs. Talk about the number of legs and eyes. Discuss how the banana spider uses the different parts of its body, e.g. for walking, looking, making silk, biting. Model vocabulary and language to children during the discussion. Have children complete **PW 42** (page 70), colouring, cutting out and pasting together the parts to make a banana spider.

► Assessment

- PWs 40, 41 and 42 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 40 could be kept in the child’s portfolio
- Complete Running Record (page 134)

Name: _____ Date: _____

Banana spider cloze



You will need: coloured pencils

- Complete the sentences by using the words in the box.
- Draw a banana spider hiding in banana leaves.

A banana spider is and hairy.

Banana spiders have 8 .

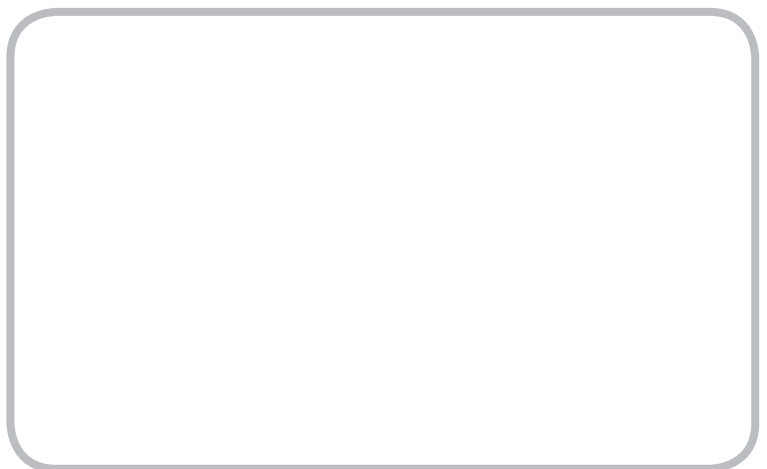
Banana spiders have 8 .

A banana spider has two big and hairy legs.

The banana spider in bananas.

The banana spider likes to hide in long banana .

legs fangs
hides eyes big
long leaves



Main teaching focus

Comprehension: Cloze with words given.
Reading sentences to gain meaning.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

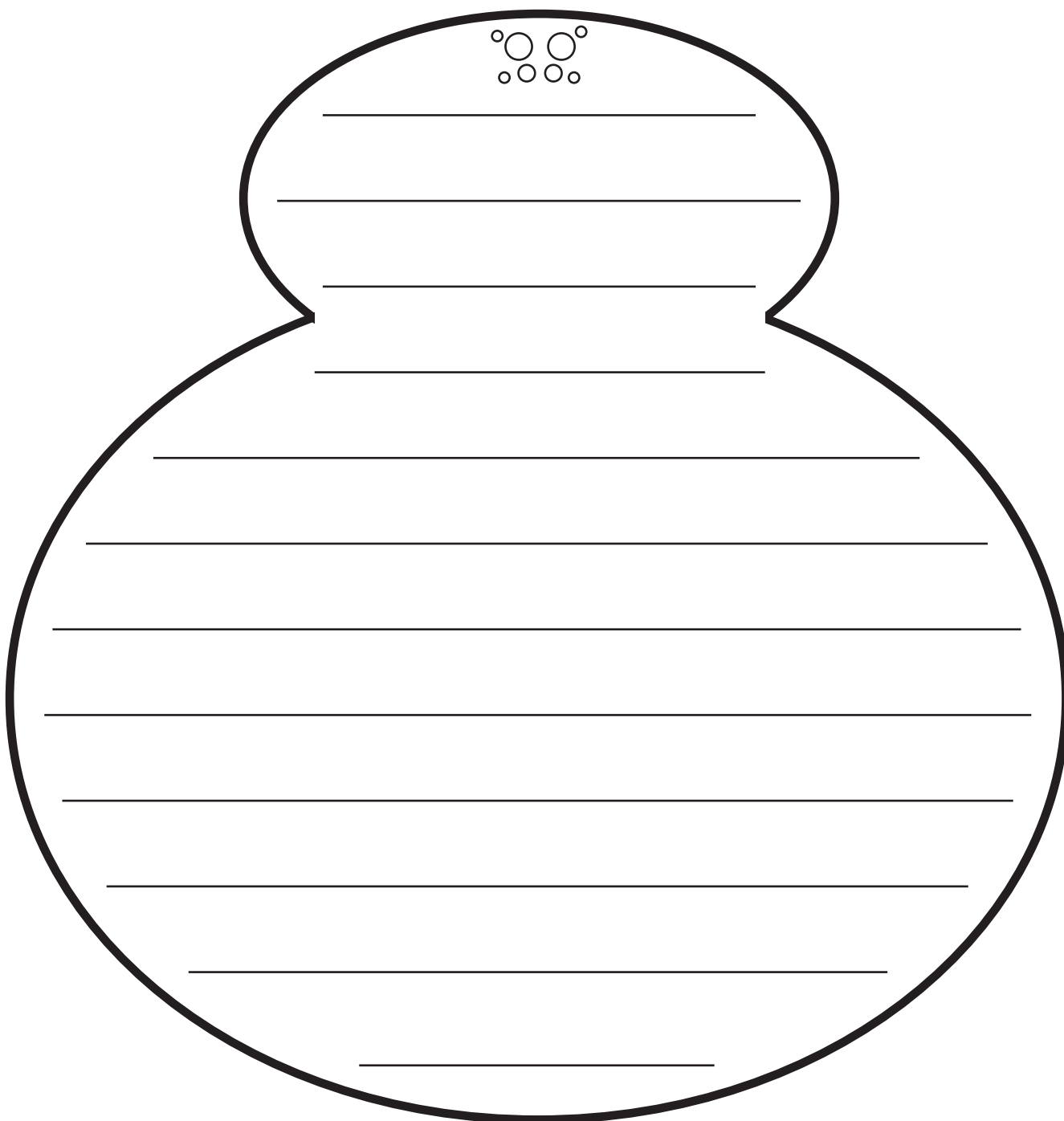
Children complete the sentences using the words in the box, then draw a picture of a banana spider hiding among banana leaves.

Name: _____ Date: _____

Banana spider report

You will need: scissors, glue, card, pencil

- Write a report about banana spiders. Write about what they look like, where they hide and what they eat.
- Cut out your spider report. Make 8 legs from card and paste them on your spider.



Main teaching focus

Writing: Text type—report.

Other teaching focus

Comprehension: Recalling facts from the text.

Teacher's note

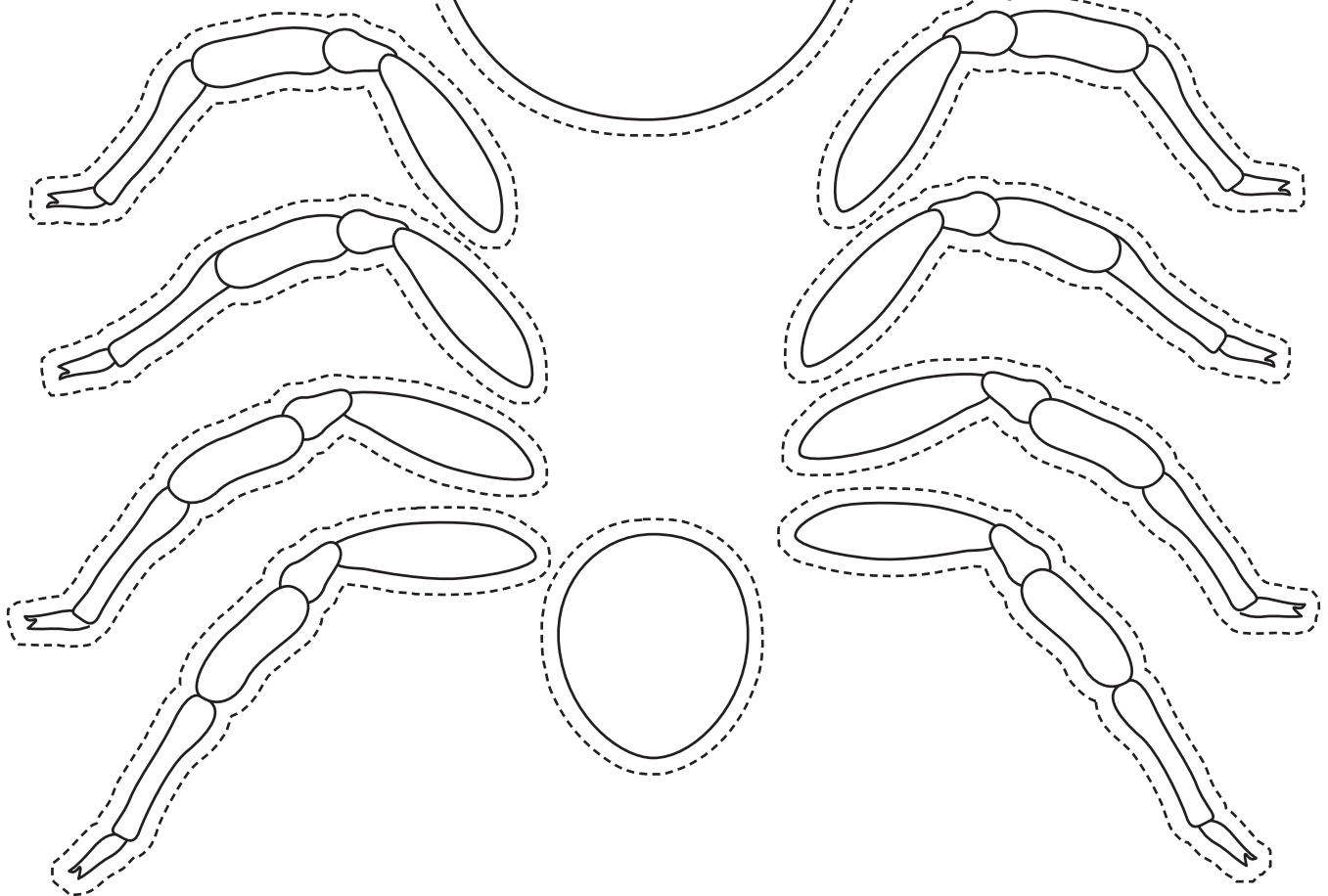
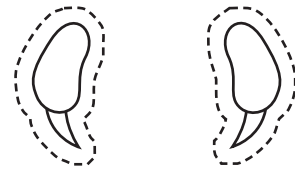
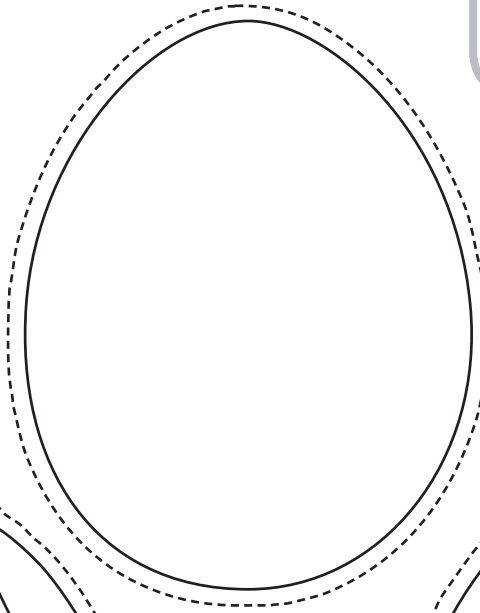
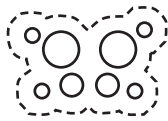
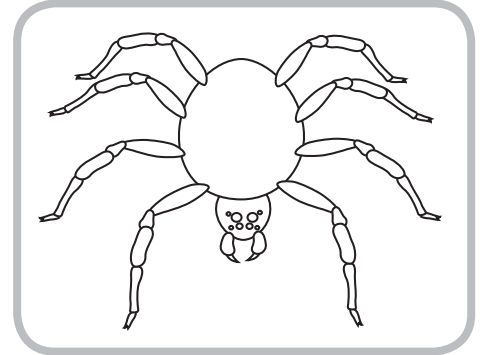
Children recall facts from the text and write a report about the banana spider. They then cut out their report and paste eight legs on the spider's body.

Name: _____ Date: _____

Make a banana spider

You will need: coloured pencils, scissors, glue

- Colour and cut out the spider parts.
- Paste them together to make a banana spider.



Main teaching focus

Oral language development: Body parts of a spider.

Other teaching focus

Comprehension: Recalling facts from the text.

Teacher's note

Children colour, cut out and paste together the parts to make a banana spider.

A Year of Weather

Level 10

Non-fiction

Word count: 190

Text type: description



High-frequency words introduced: by, grow (academic)

High-frequency words consolidated: be, from, getting, lots, need (academic)

Linking texts: *A Year of Weather E-Book*
Rainy Day Picnic (fiction)

Curriculum links: weather, environment

Story summary: Read about the different weather we can experience in one year. Learn about what it is like when it is sunny and hot, windy and cold, snowing and raining. See what happens to plants and what people like to do in different weather.

Tuning in

- Talk about the weather. Ask children to look outside and ask them to describe the weather. Ask, *How does the sky look today? What temperature is it?* Encourage children discuss seasons and how weather changes.

Book walk

- Introduce the book. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title? Can you see any high-frequency words in the title? Are there any words that you can read in the title?*
- Discuss the cover photographs and encourage children to make predictions about the text. Ask, *What can you see? What types of weather can you see on the front cover? Which picture shows cold weather? Why might there be a photo of lots of leaves? Can you think of any other types of weather that might be in the text?*
- Ask children to look at the back cover of the book. Read the blurb and get children to predict what they think will happen in the text.
- Flip through the book. Encourage discussions about the photographs. Discuss how pictures can help us to understand the meaning of the text and assist us with reading unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3 Ask, *What might we see if we looked at the weather for one year? Why would it be fun to see the different types of weather? What weather might you see?*
pages 4–5 Ask, *Is it sunny? Is it hot? How can you tell the weather is sunny and hot? What do lots of people like to do on sunny days? How does the water help them stay cool? What season do you think it is?*

pages 6–7 Ask, *What is the weather like now? How can you tell it is cold and windy? What are the leaves doing in the wind? What colours are the leaves? Why are the leaves going down from the trees?*

pages 8–9 Ask, *What is the weather like now? Why do you think it is snowing? What season do you think it is? Where is the snow coming down? What temperature would it be in the snow? Do people like to play in the snow? What do you need to wear on a snowy day?*

pages 10–11 Ask, *What is the weather like now? Where is it raining? Do people like to play in the rain? Why would*

you need an umbrella and a coat on a rainy day? Does the rain help flowers and grass to grow?
pages 12–13 Ask, *Has the rain stopped? Is the sun coming out? Do you think it is getting hotter or colder day by day? Why do you think the flowers are coming out? What colour is the grass? What season do you think it is?*
pages 14–15 Ask, *Do people like sunny days? Do they like windy days, too? Do people like snowy days? Do they like rainy days, too?*
page 16 Ask, *Where did you see these words in the text? What do these words mean? What might we use this glossary for as we read?*

Reading the text

Ask children to read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences. Identify words children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*

- Encourage children to look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Get children to predict what might happen on the next page and how the text might end. Ask, *Can you think of any other types of weather?*
- Have the children relate the text to their own experiences. Ask, *What type of weather do you like? What do you like to do on rainy days? How do you stay cool on hot, sunny days?*
- Ask children to summarise the text in their own words. Ask, *What happened in the text? What weather did we see over the year? What was it like on a sunny, hot day? What was it like when it was raining, snowing and windy?*
- Ask inferential questions, such as *What else could people do to stay cool on a hot, sunny day? What season do you think it is when the leaves are falling down off the trees? Why would you need a coat and a hat on a snowy day? What season might it be when the flowers are coming out? Why do people like different types of weather?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Discuss strategies and provide

opportunities for children to consolidate specific skills. For example, if children had difficulty with the word 'coat,' discuss strategies such as sounding out, re-reading or looking at the illustration.

Choose from the following activities.

Comprehension

- *Making groups:* Ask children to discuss what they learned about weather. Provide children with strips of paper and get them to record sentences about different types of weather. Collect the strips and read the sentences together. Ask children to sort and group together sentences about similar weather types. Get children to complete **PW 43** (page 73).
- *Text-to-self connections:* Flip through the text and encourage children to recall facts. Use the illustrations to assist the discussion. Ask, *Did the text show us that people like different types of weather?* Get children to recall what people like to do when it is hot, raining, snowing and windy. Encourage children to share what they like to do during different weather. Get children to complete **PW 44** (page 74).

Phonological awareness/Graphophonics:

- Talk about initial consonant blends, e.g. 'sw,' 'br,' 'st,' 'pl' and 'sn.' Discuss how these letters are sounded together rather than separately (i.e. 'sw' rather than 's-w'). Ask children to find words beginning with these consonant blends in the text. Brainstorm and record other words that begin with 'sw,' 'br,' 'st,' 'pl' and 'sn.'
- Identify 'wind' and discuss the final consonant blend 'nd.' Talk about how these letters are sounded together rather than separately (i.e. 'nd' rather than 'n-d'). Brainstorm and record other words that end with 'nd.' Repeat with 'ld.'
- Ask children to find words in the text that have an 's' ending and get them to practise reading the words. Find 'trees' and talk about how the 's' on the end of the word means there is more than one tree.
- Get children to find words ending in 'ing' in the text. Talk about the sound these letters make when sounded together. Brainstorm other 'ing' words.
- As a group, talk about the long vowel sound 'ee.' Find words with 'ee' in the text and brainstorm others. Record the words, get children to circle the 'ee' and practise reading the words.
- Discuss the long vowel sound 'ay.' Brainstorm and record words that have 'ay' in them. Get children to find 'ay' words in the text.
- As a group, find the words 'sunny,' 'wind,' 'snowy,' 'very' and 'rainy' in the text. Discuss how the 'y' makes a long vowel 'ee' sound. Brainstorm other words that end in 'y' and have a long vowel 'ee' sound.

Vocabulary

- *Visual recognition of high-frequency words:* 'by,' 'grow,' 'be,' 'from,' 'getting,' 'lots,' 'need.' Get children to locate these words in the text. Write the high-frequency words onto cards (two cards per word) and get children to play games such as Noughts and Crosses and Memory.

- Ask children to write the high-frequency words over and over in different colours to make 'rainbow words.'

Fluency

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

Text conventions

- *Sentence features:* Discuss how sentences begin with capital letters and end with a full stop, exclamation point or question mark. Turn to different pages of the text and get children to count the sentences on the page. Ask, *How do you know where the sentence starts? How do you know where the sentence ends?* Also talk about how sentences need to make sense when we read them.
- *Exclamation point:* Identify the exclamation points in the text. Talk about how authors use exclamation points when they want to show something is important or exciting. Discuss how readers change their voice when there is an exclamation point. Ask children to practise changing their tone when reading sentences with an exclamation point.
- *Italic font:* Ask children to identify the words in the text that are in italics. Explain that these are the words that are in the glossary at the back of the book. Encourage children to read a word in italics and then find the word's meaning in the glossary.

Writing

- Ask children to write a narrative with a complication that involves weather. For example, children could write a story about a big snow storm or a terrible rain storm. Support children in using capital letters and full stops in their writing.

► English Language Learners

- Get children to recall the different types of weather seen over one year. Talk about how people can enjoy all types of weather. Ask, *What is your favourite type of weather? Why is it your favourite? What do you like to do in that weather?* Get children to predict what they think the most popular weather would be. Provide children with **PW 45** (page 75) and support them in collecting data to find out what is the most popular weather in the class. Support and enhance children's language development during the activity.

► Assessment





- PWs 43, 44 and 45 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 43 could be kept in the child's portfolio
- Complete Running Record (page 135)

Name: _____ Date: _____

Sentence sorting

You will need: scissors, glue

- Cut out the sentences.
- Match and paste them in the correct box.

Hot 	Windy 
Snowing 	Raining 

It helps the flowers and grass to grow.	It is sunny.
People like to go swimming.	It is very cold.
You need a coat and a hat.	The leaves go down from the trees.
It is cold.	You need an umbrella and a coat.

Main teaching focus

Comprehension: Summarising – making groups using sentences from the text

Other teaching focus

Comprehension: Recalling information from a text

Teacher's note

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

Name: _____ Date: _____

What do you like to do?

- Write what you like to do when it is hot and sunny, windy, snowing and raining.

Hot and sunny

Windy

Snowing

Raining





Main teaching focus*Comprehension: Text-to-self connections***Other teaching focus***Comprehension: Recalling information from a text***Teacher's note**

Children write about what they like to do when it is hot and sunny, windy, snowing and raining.

Name: _____ Date: _____

Weather tally

- Ask your friends what their favourite type of weather is.
- Write a tick mark in the box for their answer.
- Count the tick marks to find the most popular weather type.
- Answer the questions at the bottom of the page.

Weather	Tick marks	Total
Sunny and hot 		
Windy 		
Snowing 		
Raining 		

What is the most popular weather?

Why do you think this is the most popular weather?

Main teaching focus

Oral language development:
Vocabulary development

Other teaching focus

Comprehension: Text-to-world
connections

Teacher's note

Children ask their peers what their favourite type of weather is. They mark the chart to record their responses. Children count the number of marks each weather type received to determine the most popular.

Animal Body Parts

Level 10

Non-fiction

Word count: 188

Text type: report



High-frequency words introduced: lives, long, walk

High-frequency words consolidated: find, its, lots, stay

Linking texts: *Animal Body Parts E-Book*
Where Are You, Rusty? (fiction)

Curriculum link: animals

Story summary: Read about animals and their body parts – tails, noses, feet and ears. Find out how animals can have the same body part but look different and use them in different ways.

Tuning in

- Get children to role play being different animals. Get them to stomp like an elephant, sniff like a dog, dig like a rabbit, jump like a kangaroo and swim like a duck. Ask, *What different body parts do animals use to move or survive?*

Book walk

- Introduce the book. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title? Can you see any high-frequency words in the title? Are there any words that you can read in the title?*
- Discuss the cover photographs and encourage children to make predictions about the text. Ask, *What can you see? What animals are on the front cover? What body parts can you see? What do you think they use these body parts for?*
- Ask children to look at the back cover of the book. Read the blurb and get children to predict what they think will be discussed in the book.
- Flip through the book. Encourage discussions about the photographs. Discuss how pictures can help us to understand the meaning of the text and assist us with reading unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3 Ask, *What animals do you think you can see on this page? How can you tell what animals they are? What animal body parts can you see? Where is the tail and the nose? Where are the feet and ears?*

pages 4–5 Ask, *Do lots of animals have a tail? Where is the fish? Where does the fish live? How might a fish use its tail? Where is the monkey? Why do you think it is up in a tree? Where is the monkey's long tail? How might the monkey use its tail?*

pages 6–7 Ask, *Do lots of animals have a nose? Where is the cat? How might a cat use its nose? How might its nose help to find food? Where is the elephant's nose? How does an elephant's nose help it to get water?*

pages 8–9 Ask, *Do lots of animals have feet? What do animals use their feet for? How do feet help animals to walk? Where is the kangaroo? How does a kangaroo use its long feet?*

pages 10–11 Ask, *Where is the rabbit? What does a rabbit use its feet for? How does a rabbit use its feet to jump and dig? Where is the duck? How does a duck use its feet to help stay on top of the water?*

pages 12–13 Ask, *Do lots of animals have ears, too?*

Where is the bat? What size ears does the bat have?

How might the bat's ears help it to find bugs to eat?

Where is the seal? What size ears does the seal have?

pages 14–15 Ask, *Where is the dog? What body parts does the dog have? Where is the dog's tail and nose? Can you see the dog's feet and ears? What is the dog trying to get?*

page 16 Ask, *Where did you see these words in the text?*

What do these words mean? What might we use this glossary for as we read?

Reading the text

Ask children to read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences. Identify words children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*

- Get children to look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Ask children to predict what might happen on the next page and how the text might end. Ask, *What other body parts do lots of animals have?*
- Have the children relate the text to their own experiences. Ask, *Do you have a nose, feet and ears? Do you have a tail? How do you use your nose, feet and ears?*
- Ask children to summarise the text in their own words. Ask, *What happened in the text? How do animals use their tails, nose, feet and ears? Do all animals use them in the same way?*
- Ask inferential questions, such as *Why don't all animals use their body parts in the same way? Do all animals have a nose, feet, ears and a tail? How might the monkey use its tail? What is similar about the way a rabbit and a kangaroo use their feet? What might animals use their eyes for?*

After reading

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

Choose from the following activities.

Comprehension

- *Compare and contrast:* Encourage children to discuss how they use their body parts. Talk about how animals can use their body parts in similar and different ways. Look at the illustrations in the text and identify how animals can have the same body parts but they look very different as well. For example, a cat's nose and an elephant's nose do not look the same. Choose two animals in the text for children to compare and contrast. Ask, *How are these animals the same? How are they different?* Get children to complete **PW 46** (page 78).
- *Answering yes/no questions:* Flip through the text and encourage children to recall facts. Use the illustrations to assist the discussion. Ask, *What did we learn about animal body parts? What did the text say about animals' noses, ears, tails and feet?* 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 'Yes' or 'No' after the sentences, e.g. 'A cat has a long nose. No.' Get children to complete **PW 47** (page 79).

Phonological awareness/Graphophonics:

- Talk about two-letter consonant blends at the beginning of words, e.g. 'sw' and 'tr'. Discuss how these letters are sounded together rather than separately (i.e. 'sw' rather than 's-w'). Make these blends with magnetic letters and ask children to practise the sounds. Get children to find 'sw' and 'tr' words in the text.
- Talk about how the suffix 's' changes the way we read a word. Ask children to find words in the text that have an 's' ending and get them to practise reading the words. Find 'animals' and talk about how the 's' on the end of the word means there is more than one animal.
- Discuss the final consonant digraph 'sh'. Talk about how these two letters next to each other make the sound 'sh' and aren't sounded separately as 's-h'. Brainstorm and record other words that end with 'sh'.
- Discuss the words 'nose' and the long vowel rule for silent 'e'. Explain that usually when there is a silent 'e' on the end of the word you make a long vowel sound for the previous vowel, instead of a short vowel sound. Ask children to find words in the text that end with 'e' and as a group sound and read the words to identify if they are words that use the silent 'e' rule.
- Talk about the 'ee' long vowel sound. Get children to find 'ee' words in the text. Brainstorm, draw and write other words with the 'ee' long vowel sound.
- Identify 'tail' and discuss the 'ai' long vowel sound. Model the sound these letters make when they are sounded together. As a group, make a list of other 'ai' words and get children to practise reading the words.
- Discuss the final consonant blends 'ng', 'mp', 'lk' and 'lp'. Talk about how these letters are sounded together rather than separately (i.e. 'ng' rather than 'n-g'). Ask children to find words in the text that contain these final consonant blends.

Vocabulary

- *Visual recognition of high-frequency words:* 'lives,' 'long,' 'walk,' 'find,' 'its,' 'lots,' 'stay.' Get children to locate these words in the text. Write the high-frequency words onto cards (two cards per word) and get children to play games such as Noughts and Crosses and Memory.
- Ask children to practise writing the high-frequency words. Ask them to work in pairs and read each other's words.

Fluency

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

Text conventions

- *Sentence features:* Discuss how sentences begin with capital letters and end with a full stop, exclamation point or question mark. Turn to different pages of the text and get children to count the sentences on the page. Ask, *How do you know where the sentence starts? How do you know where the sentence ends?* Also talk about how sentences need to make sense when we read them.
- *Exclamation point:* Identify the exclamation points in the text. Talk about how authors use exclamation points when they want to show something is important or exciting. Discuss how readers change their voice when there is an exclamation point. Ask children to practise changing their tone when reading sentences with an exclamation point.
- *Italic font:* Get children to identify the words in the text that are in italics. Explain that these are the words that are in the glossary at the back of the book. Encourage children to read a word in italics and then find the word's meaning in the glossary.

Writing

- Ask children to look at the picture of the dog on page 16. Ask, *Where is the dog's tail and nose? Where are the dog's feet and ears?* Get children to identify other body parts on the dog. Discuss how the dog uses its tail, nose, ears and feet. Get children to complete **PW 48** (page 80).

► English Language Learners

- Provide children with large sheets of paper. Ask children to lie on the paper and have a partner trace around their body to create an outline. Get children to label their hands, legs and feet. Get them to draw a face and label their eyes, noses and mouths. Promote and support children's language development during discussions about how they use each body part.

► Assessment

- PWs 46, 47 and 48 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 46 could be kept in the child's portfolio
- Complete Running Record (page 136)

Name: _____ Date: _____

Compare and contrast

- Write how the animals are the same and how they are different.



Same	Different



Same	Different

Main teaching focus
Comprehension: Comparing and contrasting

Other teaching focus
Comprehension: Recalling events and information in a text

Teacher's note
Children compare and contrast a rabbit and a kangaroo and then a cat and an elephant. Get them to record how they are the same and how they are different.



Name: _____ Date: _____

Yes or No

- Read the sentences.
- If the sentence is true, circle 'Yes.' If the sentence is false, circle 'No.'

Animals can have a tail and a nose.	Yes	No
A monkey does not have a long tail.	Yes	No
An elephant has a long nose to help it get water.	Yes	No
A rabbit has feet to help it stay on top of the water.	Yes	No
A seal has big ears.	Yes	No
A bat has ears to help it find bugs to eat.	Yes	No
A dog has a tail and a nose.	Yes	No
Animals do not have feet and ears.	Yes	No

- Draw something that is true about animal body parts and something that is false about animal body parts.

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Main teaching focus

Comprehension: Identifying statements as true and false

Other teaching focus

Comprehension: Recalling events and information in a text

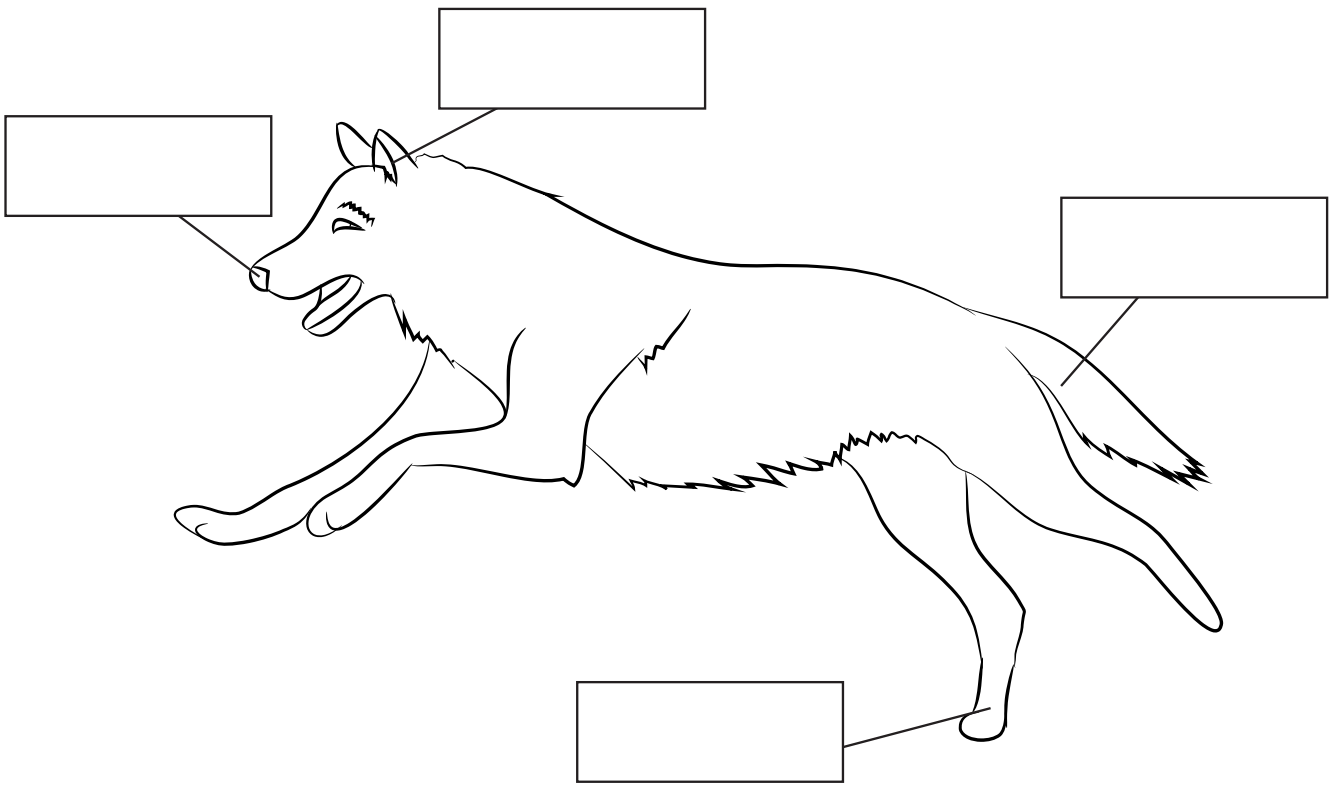
Teacher's note

Children read the sentences, decide if they are true or false and circle the answer. Then they draw a picture to show something that is true and something that is false.

Name: _____ Date: _____

Dog report

- Label the dog's body parts.
- Write sentences about how a dog uses its body parts.



Main teaching focus
Writing: Writing a simple report.

Other teaching focus
Vocabulary: Using language and vocabulary from the text.

Teacher's note
Children label the body parts of the dog. Then they write sentences about how the dog uses its nose, ears, feet and tail.

Little Sea Horse and the Big Storm

Level 11 Fiction Word count: 200 Text type: Narrative



High-frequency words introduced: asked, dear, hello, next, over, safe, so, took, under, want

High-frequency words consolidated: long, was

Linking texts: *Looking After the Ocean* (non-fiction)

Digital Poster 'Down Under the Sea'

Curriculum links: me/family, environment, animals

Phonological awareness: split digraph 'a_e'; adjacent consonants 'st'; blending CCVC words; contraction 'I'm'; homophones 'see', 'sea'

Story summary: A big storm makes the waves in the ocean go up and down and Little Sea Horse is washed away. A dolphin helps Little Sea Horse swim home.

Tuning in

- Talk about animals that live in the sea. Ask, *What do they look like?* Talk about the habitat under the sea.
- Ask, *What is the weather like if there is a storm?* Look outside and discuss what the weather is like today. Compare it to a stormy day. Ask, *What is the difference between the weather today and a stormy day?*

Book walk

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

pages 2–3: Ask, What is the big storm doing to the waves? What is going to happen to Little Sea Horse in the waves?

pages 4–5: Ask, How are the waves moving? Why is Little Sea Horse going over and under? How do you think Little Sea Horse is feeling?

pages 6–7: Ask, Where do you think Little Sea Horse wants to go? Who else is a long way from home? How are the big waves moving now? Who is going over and under because of the big waves now?

pages 8–9: Ask, How do you think Little Sea Horse is feeling? How do you think Dolphin is feeling? Where is Little Sea Horse swimming? What do you think they are going to swim into?

pages 10–11: Ask, Why would it be safe in the cave? How do you think Little Sea Horse and Dolphin are feeling now?

pages 12–13: Ask, What do you think Little Sea Horse sees now when she looks out? Are the waves still big? Is it still stormy? Where are they going to go? Where should Little Sea Horse swim?

pages 14–15: Ask, Who can Little Sea Horse see?

What do you think Little Sea Horse would tell Father Sea Horse about the storm? Who helped Little Sea Horse swim home?

page 16: Ask, How do you think Father Sea Horse feels? Do you think Father Sea Horse is happy to see Dolphin?

Reading the text

- Have children read independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.
- Discuss reading strategies with children. Encourage children to self-correct and use known strategies.
- Ask children to relate the story to their own experiences. Ask, *Have you ever felt scared? What made you feel scared? What did you do?*
- Ask children to predict what will happen on the next page and how the story might end.
- Talk about the characters in the story and their role.
- Talk about the plot of the story. Ask, *What is the problem in the story? How is the problem being solved?*
- Have children retell the events of the story in their own words.
- Ask inferential questions such as: *Why do you think Little Sea Horse is feeling scared? Why is Little Sea Horse going to swim next to Dolphin? Why is it a good idea for them to go into the cave? Why are they happy in the cave? How do they know the storm is over? How do you think Father Sea Horse felt when Little Sea Horse was gone?*

After reading

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

Choose from the following activities.

Comprehension

- *Sequencing:* As a group, talk about the events of the story. Ask children to talk about what happened at the beginning, middle and end of the story. Encourage them to role-play the events. Have children complete **PW 49** (page 83).
- *Answering literal questions:* Write literal questions on a piece of paper (i.e. questions where the answer can be found in the text). For example: 'What were the waves doing?' (for pages 2–3); 'What was Little Sea Horse doing?' (for pages 4–5). Tell children to read the text on the page in their book to find the answer. Write the answers next to the questions.
- *Inferring characters' feelings:* Ask children to recall what each character did in the story. Turn to different pages of the text and ask, *How would Little Sea Horse be feeling? Why? How do you think Dolphin is feeling in the cave? How do you think Father Sea Horse felt when Little Sea Horse came back home?*

Phonological awareness

- As a group, discuss the word 'safe' and the split digraph 'a_e'. Explain that usually when there is a silent 'e' on the end of the word you make a long vowel sound for the previous vowel, instead of the short vowel sound. Have children find words in the text that end with 'e' and as a group sound and read the words to identify if they are words that use the silent 'e' rule.
- As a group, talk about the initial adjacent consonants 'st'. Find the word 'storm' in the title and show how to sound out the word by blending the 's' and 't'. Find words in the text with 'st' in the beginning or end.
- Discuss the strategy for reading four-letter words by blending the letters together. Have the children sound out 's-w-i-m' and then ask them to blend them to make 'swim'. Practise with other CCVC words, e.g., 'trip', 'crab'.
- Find and talk about the word 'I'm' and how it stands for two words—'I am'. Talk about how the apostrophe is written instead of some of the letters and joins the two words together.
- Talk about the 'ed' suffix and how it indicates that something has already happened (past tense). Ask children to find words in the text that end with 'ed'.
- Talk about the homophones 'see' and 'sea'. Discuss how these words sound the same but have different meanings and spellings. Explain the different ways we use the words 'see' and 'sea' and write them in different sentences. Ask children to find the words in the text.

Vocabulary

- *Visual recognition of high-frequency words:* 'asked', 'dear', 'hello', 'next', 'over', 'safe', 'so', 'took', 'under', 'want'. Have children make these words out of playdough.
- Have children complete **PW 50** (page 84), identifying which letters fit into the spaces based on the shape of the letters, then unjumbling the words at the bottom.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Have children practise by reading to each other.
- Discuss the concept of speech marks and using a 'talking voice' for text between the speech marks. Have children practise this by reading pages of the text.

Text conventions

- *Speech marks:* Discuss speech marks and explain how they show us that a character is talking. Have children identify speech marks in the text. Copy the text from page 8 onto a sheet of paper. Ask children to circle the speech marks. Have children role-play the conversation by reading the text between the speech marks.
- *Upper-case letters:* Talk about how when we write people's names we use an upper-case letter at the beginning of the word. Have children find names in the text. Write children's own names on the board, emphasising that there is an upper-case letter at the start.
- *Commas:* Discuss when and why commas are used. Explain how we pause when there is a comma. Have children find the commas in the text.
- *Sentence features:* Discuss the features of a sentence. Talk about how sentences begin with an upper-case letter and end with a full stop, question mark or exclamation mark. Have children count the sentences in the text.

Writing

- Recall the events of the text by flipping through the pages of the book. Tell children to write a list of the things that Little Sea Horse did.

► ELL engagement

- Talk about the habitat under the sea. Ask, *What is an under-the-sea habitat like?* Look at the illustrations in the text. Collect and look at other under-the-sea pictures. Ask children to talk about what they can see. Focus on enhancing children's language and vocabulary. Have children complete **PW 51** (page 85).
- Discuss the positional language in the text—'over', 'under', 'up', 'down'. Introduce and talk about other position words, e.g. 'next to', 'beneath', 'beside', 'behind'. Play Simon Says, using positional language, e.g. *Put your hands behind your back.*

► Assessment

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

Name: _____ Date: _____

Sequencing

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

- Read the sentences and draw matching pictures.
- Cut out the boxes and paste them in the right order onto paper.



<p>Little Sea Horse and Dolphin went into the cave. It was safe inside the cave.</p>	<p>Little Sea Horse was scared. Dolphin was scared, too.</p>	<p>A big storm made the waves go up and down. Little Sea Horse went over and under.</p>
<p>Little Sea Horse and Dolphin went over and under.</p>	<p>Father Sea Horse saw Little Sea Horse. He was so happy to see Little Sea Horse.</p>	<p>“Hello, Little Sea Horse,” said Dolphin. “I’m a long way from home, too.”</p>

Main teaching focus

Comprehension: Sequencing events from the text.

Other teaching focus

Comprehension: Reading sentences and representing with pictures.

Teacher’s note

Children read the sentences and draw pictures to show their meaning. They then cut out the boxes, sequence the events and paste them onto a strip of paper.

Name: _____ Date: _____

Word shapes

- Look at the words from the story.
- Write them in the correct box for their shape.



Word shape boxes for matching:

- Box 1: 4 boxes, heights 1, 1, 2, 1
- Box 2: 4 boxes, heights 2, 1, 1, 1
- Box 3: 4 boxes, heights 1, 1, 2, 1
- Box 4: 4 boxes, heights 2, 1, 1, 1
- Box 5: 4 boxes, heights 1, 1, 1, 2
- Box 6: 2 boxes, heights 1, 1
- Box 7: 4 boxes, heights 1, 1, 1, 1
- Box 8: 4 boxes, heights 2, 1, 1, 1
- Box 9: 4 boxes, heights 1, 2, 1, 1
- Box 10: 3 boxes, heights 1, 1, 1

- Unjumble the words from the story.

asw _____ dare _____ otok _____
 ksade _____ udenr _____ loleh _____
 exnt _____ vreo _____ tanw _____

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

Other teaching focus
Spelling: Writing high frequency words.

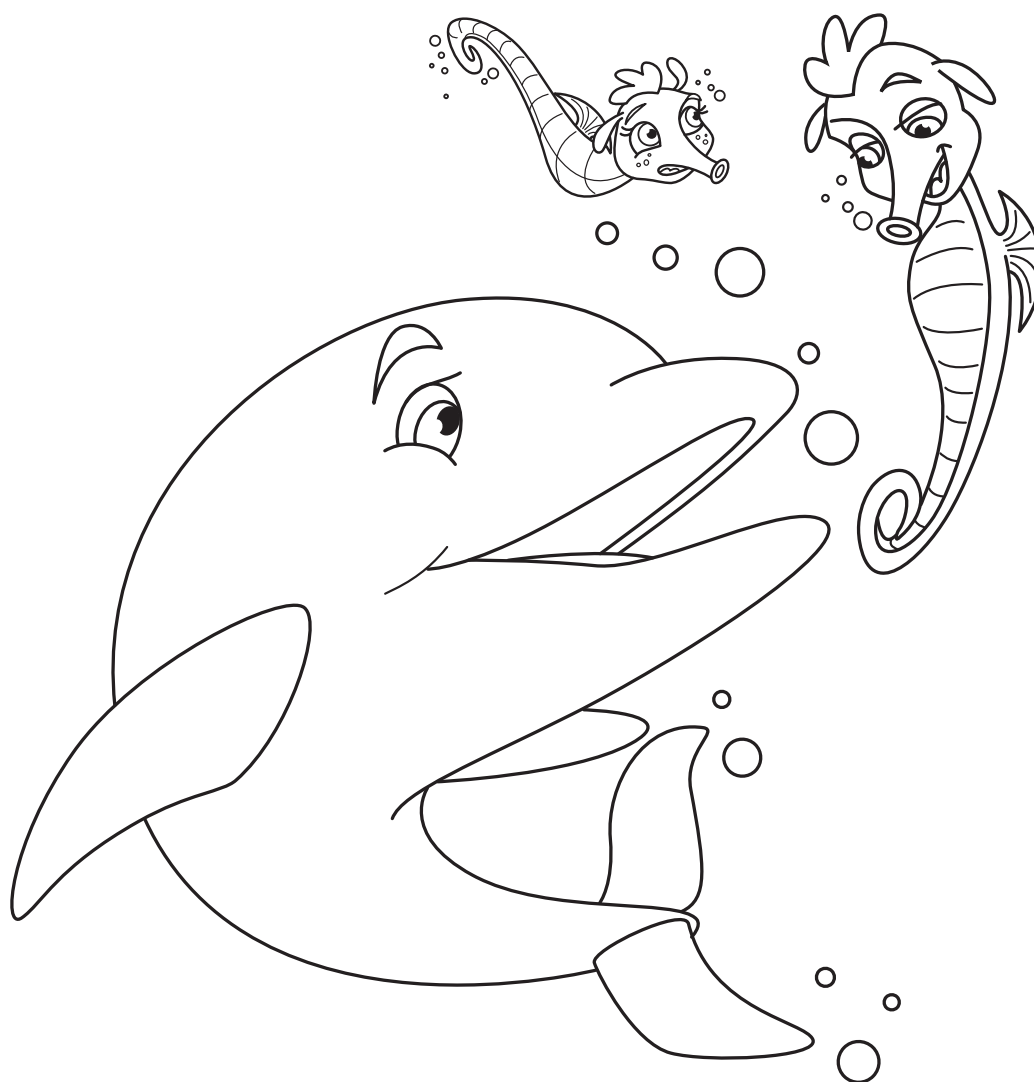
Teacher's note
 Children look at the shapes of the letters in the high-frequency words and write them in the correct boxes. They then unjumble the letters at the bottom of the page to spell the high-frequency words.

Name: _____ Date: _____

Under-the-sea habitat

You will need: coloured pencils

- Draw an 'under-the-sea' habitat for Little Sea Horse, Father Sea Horse and Dolphin.
- Label all the things you have put in the habitat.

**Main teaching focus**

Oral language development:
'Under-the-sea' vocabulary.

Other teaching focus

Comprehension: Recall events and images from the text.

Teacher's note

Children draw an under-the-sea habitat for Little Sea Horse, Father Sea Horse and Dolphin to live in. They then label the things they drew in the habitat.

Grandpa's Farm

Level 11 Fiction Word count: 187 Text type: Narrative



High-frequency words introduced: asked, dear, laughed, over, so, under, want

High-frequency words consolidated: back, cannot, let's, walked

Linking texts: *Baby Farm Animals* (non-fiction); *Digital Poster 'Five Friendly Farmers'*

Curriculum links: me/family, animals, community

Phonological awareness: split digraph 'a_e'; digraph 'ay'; adjacent consonants 'gr'; double consonants; 'y' as in 'muddy'; suffix 'ed'

Story summary: Kate takes her dog Max to Grandpa's farm. At the farm, Max chases the animals and gets muddy, but it is Kate who finally ends up covered in mud at the farm!

Tuning in

- As a group, brainstorm and record the names of different farm animals. Talk about what they look like and what sounds they make. Have children role-play the movements and sounds of farm animals.
- Talk about farms and what they look like. Discuss what a farmer does.
- Discuss grandparents—who they are, what they look like, what age they are. Ask, *What is your grandpa like? What does your grandpa like to do?*

Book walk

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

pages 2–3: Ask, Where do you think Mum and Kate are going? Do you think Kate wants Max to come too? Do you think Mum would want Max to go in the mud at the farm? What would happen if Max was all muddy and went in the car?

pages 4–5: Ask, Where are they now? Where do you think Max needs to stay so that he doesn't get muddy? What animals can you see on Grandpa's farm?

page 6: Ask, What has Max seen? What is Max doing? Is Max staying with Kate or running away from Kate?

page 7: Ask, What do you think Kate is shouting at Max? Is Max being a good dog or a naughty dog? Can you see Max coming back or running away?

pages 8–9: Ask, What has Max jumped over? What has he landed in? What do you think Mum will think? Do you think Mum will be happy or cross?

pages 10–11: Ask, What has Max run into after he went under the fence? What do you think will stick all over

Max? What would he look like if he had feathers stuck all over him? Do you think Mum will be happy or cross?
pages 12–13: Ask, What has Max seen now? What colour are the ducks? Why is Max running over to the pond?
page 14: Ask, What has Max jumped into? What sound would he make when he lands in the water? Why might Mum be cross at Max now?
page 15: Ask, Is Max in the pond or out of the pond? Does he look muddy? Does he look like a chicken? Who is all muddy and looks like a chicken?
page 16: Ask, Who has walked over to Kate and Max? Does Mum look cross or is she laughing? Who is the muddy girl?

Reading the text

- Have children read independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.
- Discuss reading strategies with children. Encourage children to self-correct and use known strategies.
- Ask children to relate the story to their own experiences. Ask, *Have you been to a farm before?*
- Ask children to predict what will happen on the next page and how the story might end.
- Talk about the characters in the story and their role.
- Have children retell the events of the story.
- Ask inferential questions such as: *What would happen if a muddy dog went in a car? What could Kate have done to make sure that Max didn't run away? Why would Mum be cross at Max? What could Kate do to fix the problem? Why do you think Max went in the chicken house? Do you think Kate will be allowed to go in the car?*

After reading

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

Choose from the following activities.

Comprehension

- *Characters and setting:* Discuss the characters in the text. Ask, *Who were the characters? What did they do?* Talk about the setting of the story. Ask, *Where did the story take place?* Have children complete **PW 52** (page 88), colouring and cutting out the characters and animals, pasting them onto card and drawing the setting.
- *Positional language:* Discuss the positional language in the sentences 'Max jumped over the fence ...', 'Max ran under the fence ...' and 'He jumped into the pond'. Talk about the words 'over', 'under' and 'into' and how they tell us where Max was moving. Introduce other positional language, e.g. 'next to', 'between' and 'behind'. Ask children to move around the room and follow positional instructions. Ask, *Can you stand behind the chair? Can you go under the table?*
- *Sequencing:* Select children to act out different parts of the story. Turn to different pages and ask, *What happened after this?* Talk about the sequence of events. Draw a table with the headings 'Beginning', 'Middle' and 'End'. Have children recall events and record them in the table.

Phonological awareness

- As a group, discuss the word 'Kate' and the split digraph 'a_e'. Explain that usually when there is a silent 'e' on the end of the word you make a long vowel sound for the previous vowel, instead of a short vowel sound. Ask the children to suggest other rhyming words which have the long 'a' sound and use the split digraph, e.g., 'late', 'date', 'gate'.
- As a group, discuss the vowel digraph 'ay'. Brainstorm and record words that have 'ay' in them. Have children find 'ay' words in the text.
- As a group, talk about the initial adjacent consonants 'gr'. Brainstorm words that start with 'gr'. Find 'gr' words in the text.
- Ask children to identify words in the text that have double consonants: 'cannot', 'muddy', 'off', 'liddle', 'will', 'yellow'. As a group, discuss that when there are double letters in a word you only say the sound once.
- As a group, find the words 'muddy' and 'naughty' in the text. Discuss how the 'y' makes a long vowel 'ee' sound. Brainstorm other words that end in 'y' and have a long vowel 'ee' sound.
- Discuss the suffix 'ed'. Find words in the text with 'ed' endings. Talk about how 'ed' on the end of a word means it is in past tense (i.e. it has already happened). Have children complete **PW 53** (page 89).

Vocabulary

- *Visual recognition of high-frequency words:* 'asked', 'dear', 'laughed', 'over', 'so', 'under', 'want'. Ask children to count how many times these words are in the text.
- Have children write each of the high-frequency words

on cards (two cards for each word). Children can use the cards to play Snap with a friend.

Fluency

- Discuss the importance of reading smoothly and without stopping. Have children practise reading fluently.
- Discuss the concept of speech marks and using a 'talking voice' for text between the speech marks. Have children practise this using the text.

Text conventions

- *Speech marks:* Discuss speech marks and explain how they show us that a character is talking. Have children identify speech marks in the text.
- *Sentence features:* Discuss how sentences begin with an upper-case letter and end with a full stop, exclamation mark or question mark. Have children complete **PW 54** (page 90).
- *Text emphasis/bold font:* Discuss why 'Splash' is shown in large, bold letters on page 14. Discuss how when the font is different it influences the way we read the text.
- *Upper-case letters:* Talk about how when we write people's names we use an upper-case letter at the beginning of the word. Have children find names in the text. Write children's own names on the board, emphasising the upper-case letter at the start.
- *Exclamation marks:* Talk about exclamation marks and how they influence the way the text is read. Have children identify exclamation marks in the text.

Writing

- Recall events of the text while flipping through pages of the book. Have children write a list of all the things that Kate did at the farm, e.g. chasing Max over the fence.

► ELL engagement

- List and draw all the animals that can be found on the farm. Discuss their features, what they eat and where they live on the farm. Compare and contrast different farm animals. Ask, *Which animals have feathers? Which animals have fur? Which animals eat grass? Choose two animals, e.g. a cow and a pig. Ask, How are these animals the same? How are these animals different?*
- Talk about how farm animals move. Brainstorm and list words that describe how the animals move, e.g. 'run', 'waddle', 'trot', 'roll'. Ask children to act out how the different animals move.

► Assessment

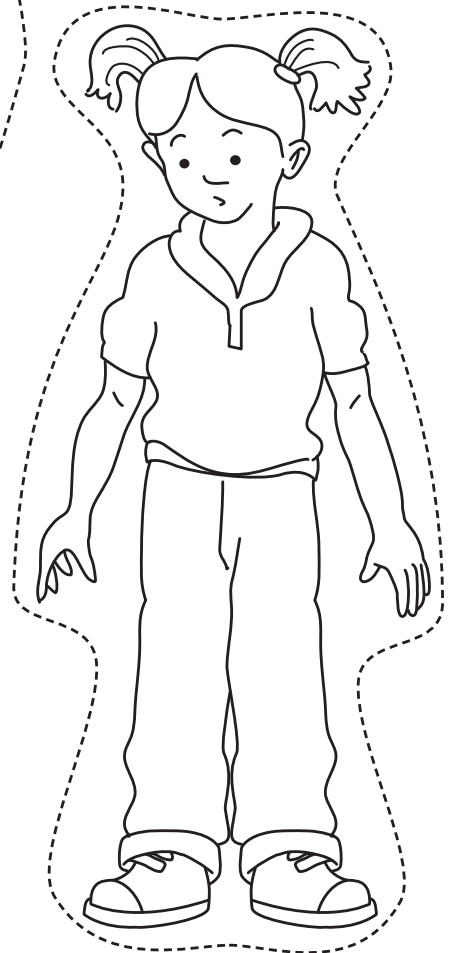
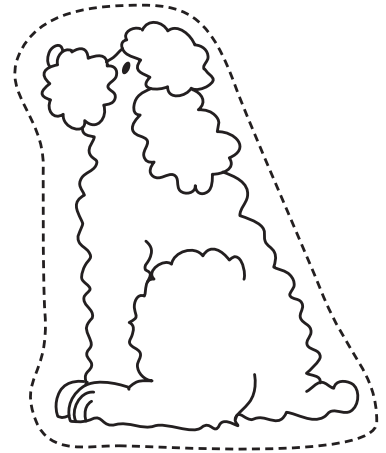
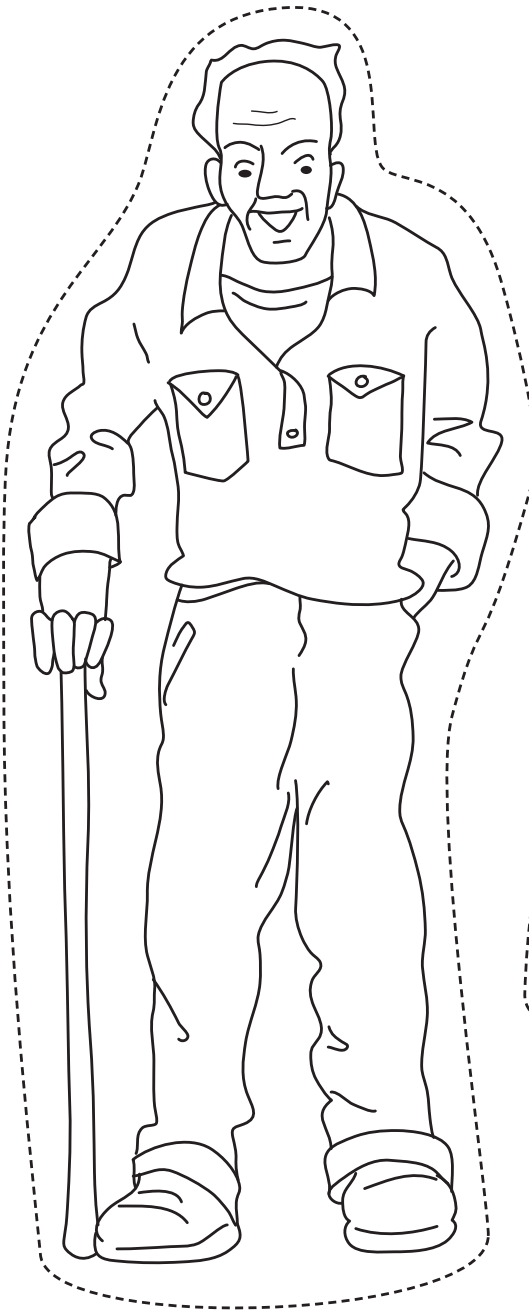
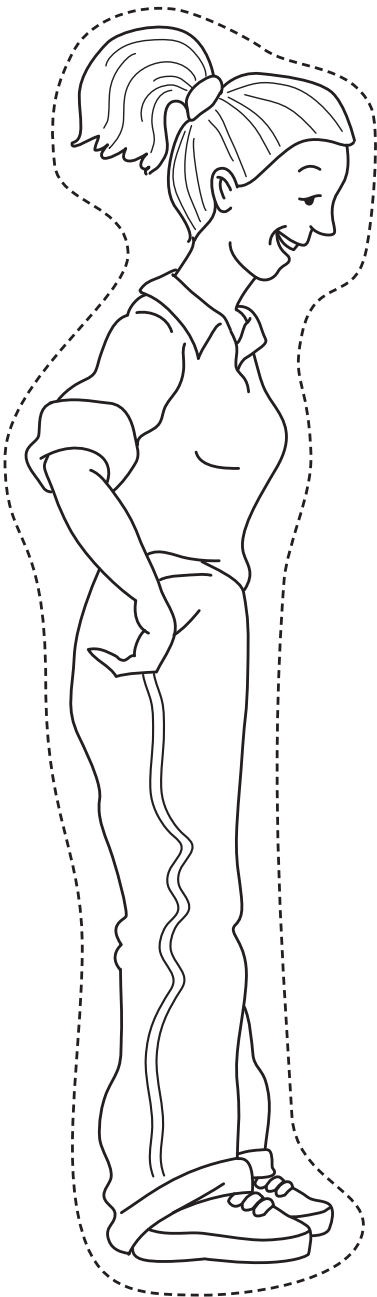
- PWs 52, 53 and 54 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 28 could be kept in the child's portfolio
- Complete Running Record (page 138)

Name: _____ Date: _____

Character picture

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

- Colour in the pictures.
- Cut out the pictures and paste them onto card.
- Draw the setting around the characters.



Main teaching focus

Comprehension: Characters and setting.

Other teaching focus

Recall: Recalling events from the story.

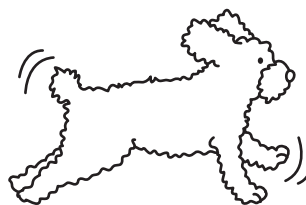
Teacher's note

Children colour and cut out the characters in the story. They then paste them onto a piece of card and draw the setting around the characters.

Name: _____

Date: _____

'ed' words



- Add 'ed' and draw a matching picture.

Add 'ed'

Draw a picture

jump _____

look _____

laugh _____

walk _____

cook _____

Main teaching focus

Phonological awareness: 'ed' suffix.

Other teaching focus

Phonemic awareness: Recognising word endings; recognising how words are the same and different.

Teacher's note

Children add 'ed' to the end of each word, then draw a picture in the box to show the meaning of the word.

Name: _____ Date: _____

Colour the sentences

You will need: coloured pencils

- Colour the capital letters blue.



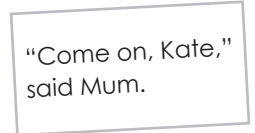
- Colour the full stops red.



- Colour the question marks yellow.



- Colour each sentence a different colour.



“Let’s go to Grandpa’s farm,” said Mum.

“Can Max come, too?” asked Kate.

“Yes,” said Mum.

“But he cannot go in the mud.

I do not want a muddy dog in the car.”

“Max,” said Kate.

“You have to stay with me.

You cannot get muddy!”

Max saw all the animals, so off he ran.



There are capital letters.

There are full stops.

There is question mark.

There are sentences.

Main teaching focus

Text conventions: Upper-case letters, full stops, exclamation marks, question marks.

Other teaching focus

Features of sentences.

Teacher’s note

Children find the upper-case letters, full stops, question marks and sentences in the passage and colour them the appropriate colours.

Grumpy Old Bear is Sleeping

Level 11 Fiction Word count: 199 Text type: narrative



High-frequency words introduced: asked, called, hello, laughed, over, so, us

High-frequency words consolidated: back, friends

Linking texts: *Grumpy Old Bear is Sleeping* E-Book
Look Inside a Cave (Non-fiction)

Curriculum links: animals, community, environment

Story summary: Little Squirrel is playing in the tree, Brown Duck is playing in the pond and Green Frog is playing on the lily pads. White Duck tells them to stop because Grumpy Old Bear is sleeping. Grumpy Old Bear wakes up and asks to play, too.

Tuning in

- Encourage children to share what they know about bears. Ask them to describe what they look like, what they eat and where they live. Discuss how bears hibernate during winter.

Book walk

- Introduce the story. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title? Can you see any high-frequency words in the title? Can you see any other words that you know? Can you find the word 'Grumpy'?*
- Discuss the cover illustrations and encourage children to make predictions about the text. Ask, *What can you see? What is Grumpy Old Bear doing? Why is he sleeping? Where is he sleeping? What are the other animals doing?*
- Ask children to look at the back cover. Read the blurb and get children to predict what they think will happen in the story.
- Flip through the book. Encourage discussions about the events and illustrations. Discuss how illustrations can help us to understand the story and assist us with reading unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3 Ask, *What is Little Squirrel doing? Who is he calling to? What is he running up and down on? Do you think he is having lots of fun? Why do you think White Mouse is telling him to stop? What is Grumpy Old Bear doing? Why is White Mouse worried that Grumpy Old Bear will be woken up?*

pages 4–5 Ask, *What is Brown Duck doing? Who is she calling to? Where is Brown Duck swimming? Is she having lots of fun? Why do you think White Mouse is telling her to stop? What is Grumpy Old Bear doing?*

pages 6–7 Ask, *What is Green Frog doing? Does he look happy? Do you think he is having fun jumping from lily pad to lily pad?*

pages 8–9 Ask, *Why have the animals stopped? Why do you think White Mouse has told them all to stop? Why might Grumpy Old Bear be mad at them if he comes out of his cave? Do Little Squirrel, Brown Duck and Green Frog look happy or sad?*

pages 10–11 Ask, *Who has come out of the cave? Why do you think he is wondering why White Mouse is shouting? Were the friends having fun? Does Grumpy Old Bear look grumpy?*

pages 12–13 Ask, *Do you think Grumpy Old Bear wants to play, too? Do you think the animals will let him play with them?*

pages 14–15 Ask, *What is Grumpy Old Bear doing? What is he running up and down? What is he jumping over?*

page 16 Ask, *What is Grumpy Old Bear jumping into? Is he having lots of fun?*

Reading the text

Get children to read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences. Identify words children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*

- Ask children to look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Get children to predict what might happen on the next page and how the text might end.
- Encourage the children to relate the text to their own experiences. Ask, *Have you ever been trying to sleep when there is a lot of noise? What things can make you grumpy?*
- Get children to summarise the text in their own words. Ask, *What happened in the story? What was White Mouse trying to do? What were the animals doing? What happened when Grumpy Old Bear came out of his cave?*
- Ask inferential questions, such as *Why was White Mouse trying to make everyone be quiet? What might happen if Grumpy Old Bear is woken up? Can you think of a quiet game the animals could play instead? What do you think White Mouse might do now that he knows that Grumpy Old Bear is not grumpy?*

After reading

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

skills. For example, if children struggled with 'cave,' discuss strategies such as sounding out, re-reading or looking at the illustration.

Choose from the following activities.

Comprehension

- *Characters/setting/plot:* Flip through the book and discuss who was in the story, where the story was set and what happened. Ask, *What were the main events that happened? What happened first? Then what happened? How did the story end?* Encourage children to explain the complication and resolution in the story. Get children to complete **PW 55** (page 93).
- *Sequencing:* As a group, talk about the events of the story. Flip through the text and ask, *What happened in this part of the story?* Get children to draw pictures of events in the story on pieces of paper. As a group, sequence the pictures so they are in the correct order. Encourage children to retell the story using the pictures as a prompt.

Phonological awareness/Graphophonics

- Discuss the initial consonant blend 'gr.' Write this blend on the board and talk about how when these letters are next to each other, we blend the sounds together rather than sounding the letters separately. Brainstorm and record words that begin with 'gr.' Get children to practise blending the sounds at the beginning of the words. Repeat with other consonant blends in the text (i.e. 'pl,' 'br,' 'tr,' 'st,' 'fr,' 'spl').
- Find 'Duck' in the text. Discuss the final consonant blend 'ck' and how these two letters are sounded together to make one single sound 'ck,' rather than sounding 'c-k.' Brainstorm and record other words that end in 'ck' and get children to circle the 'ck' ending. Repeat with the final consonant digraph 'sh.'
- Talk about how the suffix 'ing' changes the way we read a word. Get children to find words ending in 'ing' in the text. Talk about the sound these letters make together. Brainstorm other 'ing' words. Get children to complete **PW 56** (page 94).
- Get children to find words with the suffix 'ed.' Talk about the sound these letters make at the end of a word. Talk about how 'ed' on the end of a word means it is in past tense.
- Find and talk about the word 'I'm' and how it stands for two words – 'I am.' Talk about how an apostrophe is written instead of letters and joins the two words together. Repeat with 'it's.'
- As a group, find and talk about the words 'shouted' and 'Mouse.' Discuss the vowel digraph 'ou' and model to children the sound that these letters make. Brainstorm and record other 'ou' words and get children to circle the 'ou' in each word.

Vocabulary

- *Visual recognition of high-frequency words:* 'asked,' 'called,' 'hello,' 'laughed,' 'over,' 'so,' 'us,' 'back,' 'friends.' Ask children to locate these words in the text. Get them to count how many times each high-frequency word appears in the text. Get children to complete **PW 57** (page 95).
- Ask children to write each of the high-frequency words

on cards (two cards for each word). Children can use the cards to play Snap or Memory with a friend.

- Provide children with whiteboards and markers or chalk and chalkboards. Get them to write the high-frequency words in different colours on the boards.

Fluency

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

Text conventions

- *Sentence features:* Discuss how sentences begin with capital letters and end with full stops. Turn to different pages of the text and get children to identify the capital letters and full stops. Ask, *How many sentences are on this page?*
- *Front cover:* Encourage children to talk about the features of the front cover. Discuss how it shows the title, author and illustrator. Ask children to look at the illustration on the front cover. Ask, *Why do you think this is a good picture to have on the front cover?*
- *Speech marks:* Discuss speech marks and explain how they show us that a character is talking. Get children to identify speech marks in the text.
- *Exclamation point:* Identify the exclamation points in the text. Talk about how authors use exclamation points when they want to show something is important or exciting. Discuss how readers change their voice when there is an exclamation point. Ask children to practise changing their tone when reading sentences with an exclamation point.
- *Question mark:* Talk about how a question mark is used at the end of a question, rather than a full stop. Encourage children to count the question marks in the text. Get children to ask their own questions and write them with a question mark at the end.

Writing

- Encourage children to talk about their favourite part of the story. Get them to write a recount about that part of the story. Then have children answer the question *Why was this your favourite part of the story?*

► English Language Learners

- Identify the positional language in the text – 'up,' 'down,' 'in,' 'out,' 'over.' As a group, brainstorm and record other positional words, such as 'under,' 'on,' 'through,' 'behind,' 'in front of' and 'next to.' Say the words to children and get them to move to show their understanding of the words. For example, they might stand 'next to' a chair.

► Assessment

- PWs 55, 56 and 57 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 55 could be kept in the child's portfolio
- Complete Running Record (page 6)

Name: _____ Date: _____

Characters, setting, plot

- Write and draw about the story – who, where and what.

Characters (Who?) _____ _____ _____	
Setting (Where?) _____ _____ _____	
Plot (What?) _____ _____ _____ _____ _____ _____	

Main teaching focus

Comprehension: Exploring characters, setting and plot

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children write and draw the characters, setting and plot from the story. Encourage them to include the complication and resolution when recording the plot.

Name: _____ Date: _____

'ing' words

- Circle the 'ing' words.
- List the 'ing' words.

"Look at me!" shouted Grumpy Old Bear.

"I'm running up and down this hill."

"I'm jumping over a big log."

"And I'm jumping into the pond," shouted Grumpy Old Bear.

"I'm having lots of fun!"

- Trace over the 'ing' endings.
- Draw a picture to match the words.

looking	playing	shouting
jumping	sleeping	running

Main teaching focus

Graphophonics: 'ing' suffix – identifying words ending with 'ing'

Other teaching focus

Phonemic awareness: Identifying word endings

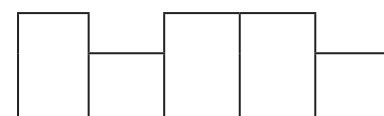
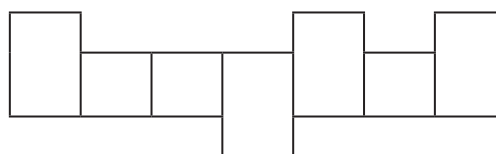
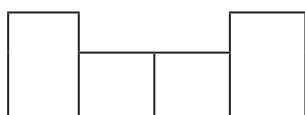
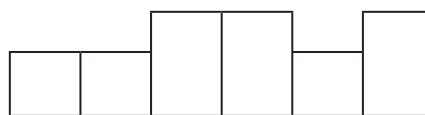
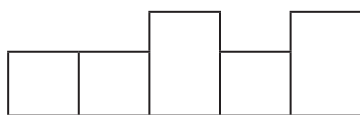
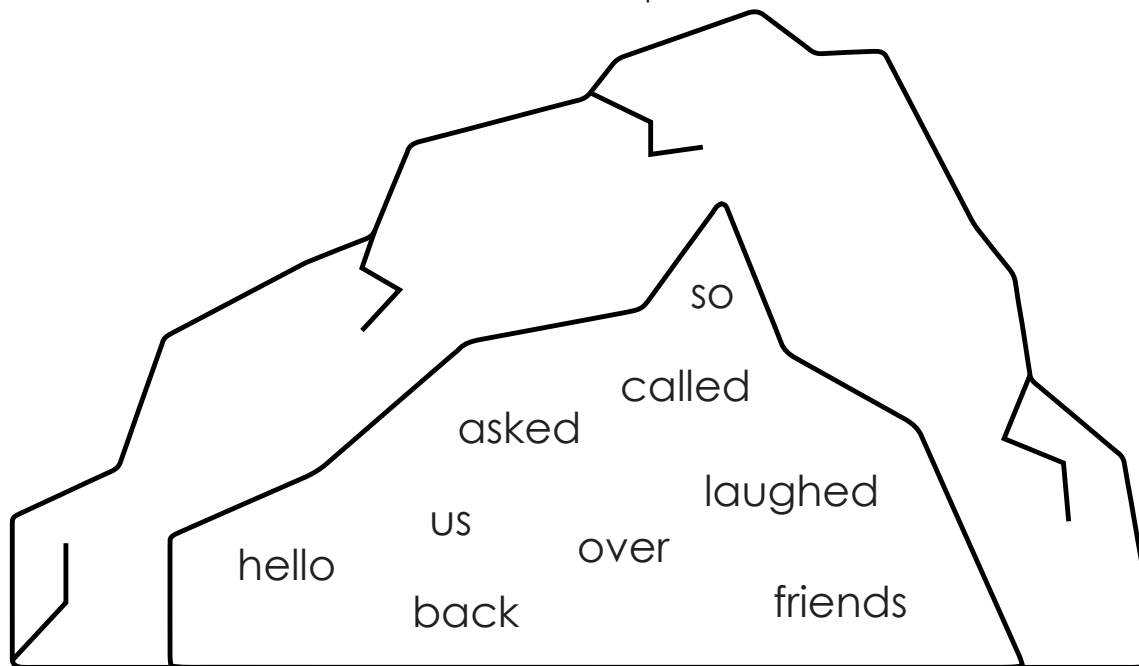
Teacher's note

Children circle the 'ing' words in the passage and record them underneath. Then they trace over the 'ing' endings and draw a picture to match each word.

Name: _____ Date: _____

Word shapes

- Look at the words from the story.
- Write them in the correct box for their shape.



- Unscramble the words from the story.

skeda _____

lelcad _____

olhel _____

ghluaed _____

reov _____

os _____

su _____

ckab _____

sfiredn _____

Main teaching focus

Vocabulary: Visual recognition of high-frequency words

Other teaching focus

Writing: Spelling high-frequency words

Teacher's note

Children look at the shape of the letters in the high-frequency words and write them in the correct boxes. Then they unscramble the letters at the bottom of the page to spell the high-frequency words.

Penny, Paddy and the Police Dog

Level 11

Fiction

Word count: 194

Text type: fiction



High-frequency words introduced: called, laughed, next, over, steps, under, works

High-frequency words consolidated: back, then, walked, was

Linking texts: Penny, Paddy and the Police Dog E-Book
People Who Keep Us Safe (Non-fiction)

Curriculum links: me/family, community

Story summary: Penny goes to the fair with Pa and her dog, Paddy. They see a police dog. Paddy chases after the police dog when it runs up and down the steps, under the log, over the wall and into the water. But Paddy runs back to Penny when the police dog jumps through a fire hoop.

Tuning in

- Encourage children to share what they know about police dogs. Ask them to describe what they look like, what they do and how they help people.

Book walk

- Introduce the story. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title? Can you see any high-frequency words in the title? Can you see other words that you know? Can you see any words that begin with the same letter?*
- Discuss the cover illustrations and encourage children to make predictions about the text. Ask, *What can you see? What is the police dog doing? What is Paddy doing? What is Penny doing? Why do you think Penny is chasing Paddy?*
- Ask children to look at the back cover of the book. Read the blurb and get children to predict what they think will happen in the story.
- Flip through the book. Encourage discussions about the events and illustrations. Discuss how illustrations can help us understand the meaning of the story and assist us with reading new words. When questioning, use vocabulary from the text.

pages 2–3 Ask, *Do you think that Penny loves going to the fair with Pa? Why would it be lots of fun? Why does Penny want Paddy to be a good boy and stay with her?*

pages 4–5 Ask, *Where is the police dog? Who does the police dog work with? Who is Penny sitting down with? What does the police dog do when the police officer says, “Sit”?*

pages 6–7 Ask, *What does the police dog do when the police officer says, “Go”? Where is the police dog going? Who else has run off? Why do you think Penny calls for Paddy to come back?*

pages 8–9 Ask, *What is the police dog running up and down? What is Paddy doing? What is the police dog walking under? Is Paddy walking under the log, too? Can Penny and Pa see Paddy go?*

pages 10–11 Ask, *What has the dog jumped over? Why do you think Paddy is following the police dog? Who has run into the water? Has Paddy jumped into the water? Why is Penny laughing at Paddy?*

pages 12–13 Ask, *Where has the police dog gone next? Why do you think Penny is worried? Who has jumped in and out of a fire hoop? Why do you think the police dog is running back to the police officer? Do you think Paddy will jump through the fire hoop?*

pages 14–15 Ask, *Has Paddy looked at the fire? Why is he looking back at Penny? Is Paddy running toward the fire hoop or has he stopped? Why do you think he has stopped?*

page 16 Ask, *Who did Paddy run back to? Why did he run back to Penny? Why is Paddy a silly dog?*

Reading the text

Ask children to read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences. Identify words children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*

- Encourage children to look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Get children to predict what might happen on the next page and how the text might end.
- Have the children relate the text to their own experiences. Ask, *Have you ever been to a fair? Does your dog listen to you when you tell it do something? When have you seen a police dog?*
- Get children to summarise the text in their own words. Ask, *What happened in the story? What did Penny and Paddy do at the fair? What happened when they saw the police dog?*
- Ask inferential questions, such as *Why did Paddy follow the police dog? Why was Penny calling for Paddy to come back? Why didn't Paddy jump through the fire hoop?*

After reading

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

Choose from the following activities.

Comprehension

- *Sequencing:* Encourage children to recall the events of the story. Ask, *What happened in the beginning/middle/end of the story?* Ask children to talk about what the characters did throughout the story. Ask, *What were Penny and Paddy doing at the start of the story? What did Paddy do in the middle of the story?* Write sentences from different pages of the text on strips of paper. Ask children to read the sentences and sequence them in the correct order. Get children to complete **PW 58** (page 98).
- *Answering literal questions:* Write literal questions on a large piece of paper (i.e. questions where the answer can be found in the text). For example: 'Who did Penny sit down with?' (page 4); 'What did the police dog and Paddy walk under?' (page 9). Tell children to read the text on the page in their book to find the answer. Write the answers next to the questions.

Phonological awareness/Graphophonics

- Discuss the initial consonant blend 'st.' Write this blend on the board and talk about how when these letters are next to each other, we blend the sounds together rather than sounding the letters separately. Brainstorm and record words that begin with 'st.' Repeat with other consonant blends in the text (i.e. 'cr' and 'spl'). Get children to complete **PW 59** (page 99).
- Find 'back' in the text. Discuss the final consonant digraph 'ck' and how these two letters are sounded together to make one single sound 'ck', rather than sounding 'c-k.' Brainstorm and record other words that end in 'ck' and ask children to circle the 'ck' ending. Repeat with the final consonant digraph 'sh.'
- Ask children to find words with the suffix 'ed.' Talk about the sound these letters make at the end of a word. Talk about how 'ed' on the end of a word means it is in past tense (i.e. it has already happened).
- As a group, find and talk about the words 'hoop' and 'too.' Discuss the vowel digraph 'oo' and model to children the sound that these letters make. Brainstorm and record other 'oo' words and get children to circle the 'oo' in each word.
- Talk about the initial consonant digraph 'sh' and the sound these letters make when they are together. Ask children to find words with 'sh' in the text. Discuss how the 'sh' can be at the beginning, end or middle of the word. Brainstorm other 'sh' words. Repeat with the consonant digraph 'wh.'

Vocabulary

- *Visual recognition of high-frequency words:* 'called,' 'laughed,' 'next,' 'over,' 'steps,' 'under,' 'works,' 'back,' 'then,' 'walked.' Ask children to locate these words in the text. Get them to count how many times each high-frequency word appears in the text.
- Ask children to write each of the high-frequency words on cards (two cards for each word). Children can use the cards to play Snap or Memory with a friend.

Fluency

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

Text conventions

- *Sentence features:* Discuss how sentences begin with capital letters and end with full stops. Turn to different pages of the text and get children to identify the capital letters and full stops. Ask, *How many sentences are on this page?*
- *Front cover:* Encourage children to talk about the features of the front cover of the book. Discuss how it shows the title, author and illustrator. Get children to look at the illustration on the front cover. Ask, *Why do you think this is a good picture to have on the front cover?*
- *Speech marks:* Discuss speech marks and explain how they show us that a character is talking. Ask children to identify speech marks in the text.
- *Exclamation point:* Identify the exclamation points in the text. Talk about how authors use exclamation points when they want to show something is important or exciting. Discuss how readers change their voice when there is an exclamation point. Ask children to practise changing their tone when reading sentences with an exclamation point.
- *Question mark:* Talk about how a question mark is used at the end of a question, rather than a full stop. Encourage children to count the question marks in the text. Get children to ask each other questions and record them with a question mark.

Writing

- Encourage children to talk about fairs. Brainstorm things you can see and do at a fair. Ask children to make predictions about what else Penny, Paddy and Pa did at the fair. Children can record their ideas on **PW 60** (page 100).

► English Language Learners

- Discuss police and police dogs. Ask, *How might they help you if you are in trouble? How do they help to keep us safe?* Discuss what the police dog was doing in the story. Ask, *Why was the police officer telling the police dog to run over, under and through things? Why is it important for a police dog to know how to do those things?* As a group, make a list of all the ways that police officers help us.

► Assessment

- PWs 58, 59 and 60 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 58 could be kept in the child's portfolio
- Complete Running Record (page 139)

Name: _____ Date: _____

Sequence sentences

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

- Read the sentences and draw matching pictures.
- Cut out the boxes and paste them in the right order onto paper.



<p>Penny loved going to the fair with Pa. It was lots of fun.</p>	<p>Paddy look at the fire. He looked back at Penny. And then he stopped!</p>	<p>Then the dog ran into the water. And in jumped Paddy.</p>
<p>The dog ran up and down the steps. Paddy ran up and down, too.</p>	<p>Paddy ran back to Penny. "Oh Paddy," laughed Penny. "You are a silly dog!"</p>	<p>"Look at the police dog," said Pa. "The dog works with the police." Penny sat down with Paddy.</p>

Main teaching focus

Comprehension: Sequencing events from the text

Other teaching focus

Comprehension: Visualizing – reading sentences and drawing pictures to match

Teacher's note

Children read the sentences and draw pictures to show their meaning. Then they cut out the boxes, sequence the events and paste them onto paper.

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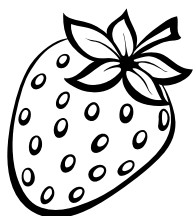
Beginning blends

- Draw a line to match the picture to its blend.
- Write the word for each picture.

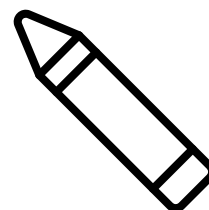


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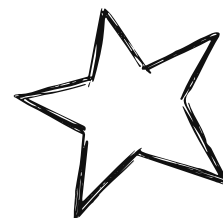


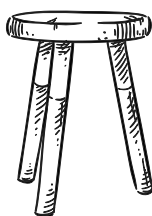
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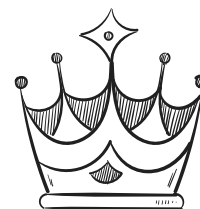




spl







Main teaching focus

Graphophonics: Initial consonant blends
– 'cr,' 'st' and 'spl'

Other teaching focus

Phonemic awareness:
Identifying beginning
sounds in words

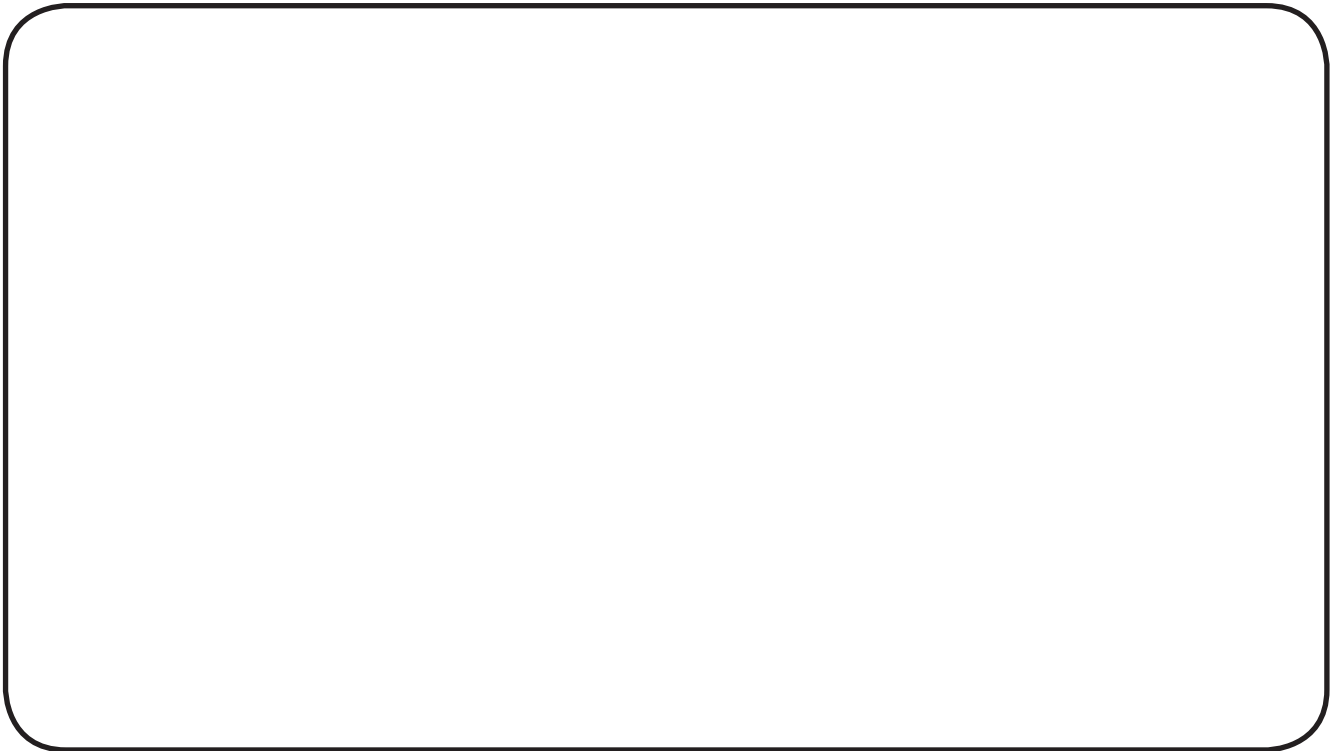
Teacher's note

Children draw lines to match each picture to
its beginning blend. Then they write the word
for each picture.

Name: _____ Date: _____

What else did they do?

- Draw a picture of other things Penny, Paddy and Pa might have done at the fair.
- Write about what they might have done.



Main teaching focus

Writing: Composing sentences in response to a text

Other teaching focus

Comprehension: Prediction

Teacher's note

Children draw a picture to show what else Penny, Paddy and Pa might have done at the fair. Then they write sentences to match their drawing.

Looking After the Ocean



Level 11 Non-fiction Word count: 193 Text type: Report

- HFW introduced:** over, us, want
- HFW consolidated:** cannot, let's, live, old
- Linking texts:** *Little Sea Horse and the Big Storm* (fiction)
Digital Poster 'Little Colour Fish'
- Curriculum link:** environment, animals, science, community
- Phonological awareness:** adjacent consonants 'pl'; digraphs 'ph', 'ch', 'sh'; double consonants; suffix 'ing'; homophones 'see', 'sea'
- Text summary:** Find out how rubbish pollutes the ocean and can be dangerous for animals and plants.
-

Tuning in

- Talk about and make a list of all the animals that live in the sea. Ask, *What do all these animals need to survive in the sea?* Talk about the sea habitat and where sea animals get their food. Talk about how ocean is another word for sea.
- Collect the rubbish items that are mentioned in the text—plastic bottles, plastic bags, old nets. Talk about these items. Ask, *Where do you find these things? What do we use them for?*

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Ask, *How many words are in the title? Can you see any high-frequency words?* Talk about the word 'ocean' and how the letter 'c' makes a 'sh' sound. Discuss the photograph on the front cover. Ask, *What do you think is going to happen in the book? What does the picture on the front cover tell us? Do you think this is going to be a story book or an information book? Why?* Discuss how some books tell us a story and some books give us information and teach us about things. Ask children to predict what this text might teach us about.
- Flip through the book, discussing events and photographs. Promote language that is used throughout the text. Discuss how photographs help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *If this book is all about the ocean, what do you think is hiding in this picture? What sea animals can you find?*

pages 4–5: Ask, *Do you think we need to look after the ocean? What rubbish can you see? Where can the old plastic bottles and plastic bags go?*

pages 6–7: Ask, *Where else can you see the old plastic bags and bottles? Do you think rubbish is good for the beach or the ocean?*

pages 8–9: Ask, *What else is rubbish not good for? Do you think rubbish is good for the animals and plants that live in the ocean? What will happen to the plants and animals if there is rubbish in the ocean? What animal can you see trying to swim? Where is the rubbish?*

What will happen to the seal?

pages 10–11: Ask, *What is over the dolphin? Can the dolphin get out? What is the turtle doing? What sea animal does the plastic bag look like when it is floating in the ocean? What will happen to the turtle if it eats a plastic bag?*

pages 12–13: Ask, *Do you think we have to look after the ocean? What will we see if the blue ocean is clean?*

pages 14–15: Ask, *Who else can have fun in the blue ocean? What do people like to do in the ocean? What do we have to do so that we can all enjoy the ocean?*

page 16: Ask, *Why do you think these words are here?* Discuss that a glossary shows us words that are in the text. Read through the list of words with the children and talk about what the words mean.

Reading the text

- Have children read independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.
- Discuss reading strategies with children. During reading ask, *How could you work out this word? Did that make sense?* Encourage children to go back and self-correct.
- Encourage children to reflect on what this text has taught them. Ask, *What did we learn about taking care of the ocean on this page?*
- Link the text to children's personal experiences. Ask, *Where have you seen plastic bags before?*
- Have children retell the information in the text in their own words.
- Ask inferential questions such as: *What will happen if the plastic bottles and bags stay in the ocean? Why isn't the rubbish good for the ocean or beach? How would the rubbish make the plants and sea animals sick? What do the plants and sea animals need to stay healthy? Where would that net have come from? How could we help this dolphin? What do you think turtles usually eat? Where should all the rubbish go? How could we stop the rubbish from harming the animals?*

After reading

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

Choose from the following activities.

Comprehension

- **Cloze:** Flip through the book and ask children to explain what the text was teaching them on each page. Copy sentences from the text onto paper but leave a word out in each sentence, e.g. 'This plastic ___ looks like a jellyfish.' As a group, discuss strategies for working out the missing word. Talk about gaining meaning from the sentence and thinking about what word would make sense. Fill in the missing word. Have children re-read the sentence to check the meaning. Repeat with other sentences. Have children complete the cloze on **PW 61** (page 103).
- **Recall:** Collect the rubbish items that were mentioned in the text—plastic bottles, plastic bags and old nets. Draw a picture of each item at the top of a chart. Ask, *How were these items dangerous for the animals?* Record children's ideas on the chart. Discuss how when people litter, the rubbish can end up in the ocean. Ask, *What could we do to help the ocean?* List ideas.

Phonological awareness

- As a group, talk about the initial adjacent consonants 'pl'. Discuss that when these letters are next to each other we blend them together (i.e. 'pl' rather than 'p-l'). Find 'pl' words in the text. Record other 'pl' words.
- Talk about the consonant digraph 'ph' and how it makes the same sound as 'f'. Find 'dolphin' in the text and talk about how to sound this word. Discuss other 'ph' words, e.g. 'phone', 'elephant', 'alphabet'. Record and have children practise sounding the 'ph'.
- Find the words 'beach' and 'rubbish' in the text. Identify the consonant digraphs and discuss how 'ch' and 'sh' each make one sound. Brainstorm other words ending in 'ch' or 'sh', e.g., 'much', 'fish'.
- Ask children to identify words in the text that have double consonants: 'all', 'bottles', 'jellyfish'. As a group, discuss that when there are double letters in a word you only say the sound once. List other words with double consonants and have children circle the double consonants and sound out the words.
- As a group, discuss how the 'ing' suffix can be added to the end of a word and tells us that something is being done or is happening, e.g. 'running' means that someone is running. Have children find 'ing' words in the text. Think of and record other words ending in 'ing'. Discuss the strategy of reading the word by covering the 'ing' ending, sounding the base word and then adding the 'ing' ending, e.g. j-u-m-p-ing. Have children complete **PW 62**

(page 104), cutting out the puzzle pieces and matching the words with the pictures.

- Talk about the homophones 'see' and 'sea'. Discuss how these words sound the same but have different meanings and spellings. Explain the different ways we use the words 'see' and 'sea' and write them in different sentences. Ask children to find the words in the text.

Vocabulary

- **Visual recognition of high-frequency words:** 'over', 'us', 'want'. Ask children to find these in the text. Write them on cards (two cards for each word) and play Pairs.
- Have children cut out letters from newspapers and magazines to make the high-frequency words.

Fluency

- Discuss and model the importance of reading smoothly and without stopping. Have children practise by reading pages of the text to each other.

Text conventions

- **Sentence features:** Discuss the features of a sentence. Talk about how sentences begin with an upper-case letter and end with a full stop, question mark or exclamation mark. Have children identify sentences in the text. Select a page in the book. Ask, *How many sentences are on this page? How can you tell where the sentence starts and ends?*
- **Question marks:** Discuss how question marks are used to identify a question. Talk about how questions need to have an answer. Have children find the sentence with the question mark in the text. Have children ask each other questions, e.g. *What is your favourite colour?* Record the questions with a question mark.

Writing

- Talk about how a letter is a text in which we tell something to someone. Discuss writing a letter to someone to teach them about looking after the ocean to protect sea animals. Have children complete **PW 63** (page 105), explaining why they need to put their rubbish in a bin.

► ELL engagement

- Talk about where different types of rubbish come from. Ask children to look in their lunch boxes and see what rubbish they have brought to school. Talk about what can be done with rubbish—reduce, re-use, recycle.

► Assessment

- PWs 61, 62 and 63 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 61 could be kept in the child's portfolio
- Complete Running Record (page 141)

Name: _____ Date: _____

Cloze

- Read the sentences and fill in the missing words.

We have to look _____ the ocean.

Lots of old plastic bottles and plastic
_____ get into the ocean.

You can see old _____ bottles and
plastic bags on the _____, too.



Rubbish is not good for the sea _____
and plants that _____ in the ocean.

We have to look after the _____.

We want to see lots and lots of sea animals and plants
in the _____ ocean.

The blue ocean is lots of _____ for us, too!

We can swim and _____ in the ocean.

blue	fun	ocean	animals
after	plastic	play	beach
bags	live		


Main teaching focus

Comprehension: Cloze with words given.

Other teaching focus

Comprehension: Reading for meaning—ensuring sentences make sense.

Teacher's note



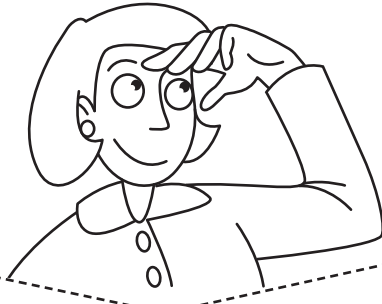

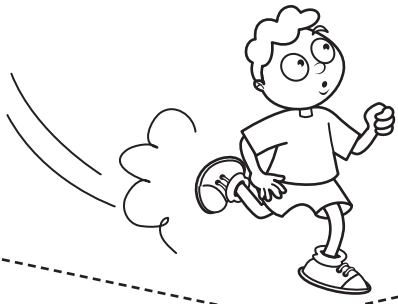
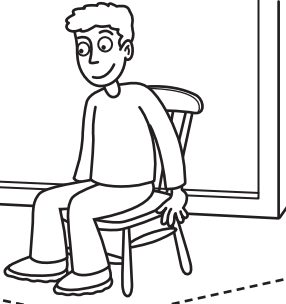
Children use the words in the box to complete the sentences.

Name: _____ Date: _____

'ing' suffix

You will need: scissors, glue, card

- Cut out the puzzle pieces.
- Match the word puzzle piece with the picture puzzle piece.
- Paste the matching puzzle pieces onto card.

	
eating	running
	
jumping	hiding
	
sitting	looking

Main teaching focus

Phonological awareness: 'ing' suffix.

Other teaching focus

Phonemic awareness: Recognising word endings; recognising how words are the same and different.

Teacher's note

Children cut out the puzzle pieces and match the words with the pictures. They then paste the pieces together onto a piece of card.

Name: _____ Date: _____

Write a letter

- Write a letter to a friend.
- In the letter, tell your friend why they need to make sure their rubbish doesn't go in the ocean. Use the pictures to help you.
- Give the letter to your friend.



Dear _____

From _____



Main teaching focus

Writing: Text type—letter; using the text as a prompt for writing.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children write a letter to someone explaining why they need to put rubbish in the bin and how rubbish can harm sea animals. They can use the pictures as prompts.

Baby Farm Animals

Level 11

Non-fiction

Word count: 184

Text type: Report



High-frequency words introduced: called, drinks, first, give, lays, next, over, takes, us

High-frequency word consolidated: by

Linking texts: *Grandpa's Farm* (fiction); *Digital Poster 'To the Farm'*

Curriculum links: animals, science

Phonological awareness: digraphs 'oo', 'oa', 'sh', 'ch'; suffix 's'

Text summary: Find out about baby farm animals—chicks, calves, lambs, kids and ducklings. Learn facts about these animals, such as where they live and what they do on the farm.

Tuning in

- As a group, brainstorm different farm animals. Talk about what they look like, where they live on the farm and what sounds they make. Discuss what baby farm animals are called. Talk about how farm animals look after their babies. Ask, *How do the animals look after their babies? How do they keep their babies safe? How do they feed their babies?*
- Play a guessing game. Make the sounds of different farm animals and ask children to guess which animal it is.
- Ask, *Have you ever been to a farm?* Discuss children's personal experiences. Talk about what they saw, what they did, what it sounded like and what it smelt like.

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Ask, *What do you think this book is going to be about? How many words are in the title?* Discuss the photographs on the front cover. Ask, *Do you think that this is a story book or an information book? What do you think we will learn about when we read this book?*
- Flip through the book, discussing events and photographs. Promote language that is used throughout the text. Discuss how pictures help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *Where are the children today? What baby animals do you think they will see at the farm?*

pages 4–5: Ask, *What are they seeing first? What are baby chickens called? What do the chicks come out of? What lays the eggs? Where does she lay them? What sound do the chicks make?*

pages 6–7: Ask, *What are the children seeing next? What is a baby cow called? Is the calf little or big? What sound does the calf make?*

pages 8–9: Ask, *What is next to the mother sheep? What is a baby sheep called? What does the farmer take off the big sheep? What is the wool used for? What sound does the lamb make?*

pages 10–11: Ask, *What animal can you see here? What is a baby goat called? What else is called a 'kid'? What does the farmer get from the goat? What does the milk*

get made into? What sound does the baby goat make?

pages 12–13: Ask, *Where are the baby ducks? What are baby ducks called? What are ducklings good at doing? What looks after the ducklings? What sound do the ducklings make?*

pages 14–15: Ask, *Do people love the animals at the farm? What type of animals do you think people love the most at the farm?*

- page 16: Ask, *What does this part of the book show us?* Talk about the glossary and its purpose. Discuss word meanings with the children.

Reading the text

- Have children read independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.
- Discuss reading strategies with children. During reading ask, *How could you work out this word? Did that make sense?* Encourage children to self-correct.
- Ask children to relate the text to their own experiences. Ask, *Have you been to a farm before? What is your favourite farm animal?*
- Ask children to predict what animals might be on the next page.
- Have children summarise the information in the text in their own words.
- Ask inferential questions such as: *Why are all the baby animals with their mother? Why do you think the farmer takes the wool from the adult sheep and not the baby sheep? How is the goat similar to the cow? How would the mother duck look after the ducklings? Why do you think people like the baby animals the most?*

After reading

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

Choose from the following activities.

Comprehension

- *Recall:* As a group, recall the names of the farm animals and the baby animals in the text. Play Who Am I? with the children, giving clues about a baby animal and asking children to guess the animal. For example, *I have feathers. I come out of an egg. I go 'cheep, cheep'. I am a ...* Have children complete **PW 64** (page 108) reading the sentences, writing the name of the baby farm animal and drawing a picture of it.
- *Sequencing:* Discuss time order words—'first', 'then', 'next', 'later', 'after', 'finally'. Talk about how these words help us to sequence the information in the text. Have children find the time order words in the text ('first', 'next'). Write the time order words as headings on paper. Have children recall the sequence of events in the text and record these under the headings.

Phonological awareness

- As a group, talk about the 'oo' vowel digraph. Find 'oo' words in the text. Brainstorm and record other 'oo' words. Discuss how the 'oo' words in the text ('looks', 'good', 'wool') have a short vowel sound, but sometimes 'oo' makes a long vowel sound in words, e.g. 'soon', 'moon'. Record 'oo' long vowel digraph words and compare with other 'oo' words.
- Discuss how the 's' suffix changes the way we read a word. Have children practise reading the high-frequency words 'give/gives' and 'take/takes'. Discuss how 's' on the end of the word can indicate a plural. Talk about how 'piglet' means there is one piglet, but 'piglets' means there is more than one piglet. Find words with the 's' suffix in the text.
- Find the word 'goat' in the text. As a group, talk about the long vowel sound 'oa'. Ask children to think of other 'oa' words. Record the words and have children circle the 'oa' and practise reading the words.
- As a group, talk about the consonant digraphs 'sh' and 'ch'. Write the words 'sheep' and 'chicken' and have children locate the consonant digraphs in these words. Ask children to think of words that begin with 'sh' and 'ch'. Record the words on a chart under the headings 'sh' and 'ch'. Have children complete **PW 65** (page 109) independently, thinking of and recording words that start with 'sh' and 'ch'.

Vocabulary

- *Visual recognition of high-frequency words:* 'called', 'drinks', 'first', 'give', 'lays', 'next', 'over', 'takes', 'us'. Ask children to find these words in the text. Write them on cards (two cards for each word) and have children practise reading the words. Children can use the cards to play games such as Snap.

Fluency

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

Text conventions

- *Sentence features:* Discuss the features of a sentence. Talk about how sentences begin with an upper-case letter and end with a full stop, question mark or exclamation mark. Have children identify sentences in the text. Select a page in the book. Ask, *How many sentences are on this page? How can you tell where the sentence starts and ends?*
- *Text emphasis/italic font:* Discuss why some words in the text are shown in italics. Explain that the words in italics are in the glossary at the back of the text and that the glossary helps us to find out what the words mean.
- *Exclamation marks:* Talk about the exclamation marks in the text and how they influence the way the text is read. Have children identify exclamation marks in the text. Practise reading sentences with exclamation marks and compare this with how they would be read if there was no exclamation mark.
- *Text emphasis/bold font:* As a group, find the words that are shown in bold, fancy font throughout the text, e.g. 'Moo! Moo!' Discuss how the words are bold because they are the sounds that the animals make.

Writing

- Write the names of the baby animals from the text. Ask, *What can you tell me about this animal?* Ask children to recall all the facts they learnt about the animals in the text. List the facts under the names of the baby animals.

► ELL engagement

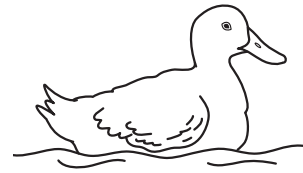
- Look at pictures of farm animals. Talk about the different features of the animals. Discuss how the animals are the same and different. Promote and enhance children's language during discussions. Sort animals by comparing and contrasting different features. Ask, *Which animals have fur? Which animals swim? Which animals drink milk from their mother?* Have children complete **PW 66** (page 110), cutting out the animal pictures, then sorting and pasting them into the boxes. Some animals may fit into more than one category.
- Give children craft and collage materials, e.g. paper, cardboard, sticks, fabric, pebbles. Ask them to design and make a farm using the materials. Give children toy farm animals and allow them to move the animals through their farm. Pay particular attention to spoken language. Encourage and model this with accuracy.

► Assessment

- PWs 64, 65 and 66 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 64 could be kept in the child's portfolio
- Complete Running Record (page 142)

Name: _____ Date: _____

Who am I?



You will need: coloured pencils

- Read the 'Who am I?' clues.
- Write the animal you think it is and draw a picture.

I am good at swimming.
I go in the pond.
I have feathers.
I go *quack, quack!*
I am a _____

I drink milk from my mother.
I go *moo, moo!*
I am a _____

I come out of an egg.
I have feathers.
I go *cheep, cheep!*
I am a _____

I give you milk.
The milk is made into cheese.
I go *baaaaa, baaaaa!*
I am a _____

I am white. I have 4 legs.
I have wool on my back.
I go *baa, baa!*
I am a _____

Main teaching focus

Comprehension: Recall events from the text; gaining meaning from sentences.

Other teaching focus

Oral language development: Comparing and contrasting features of farm animals.

Teacher's note

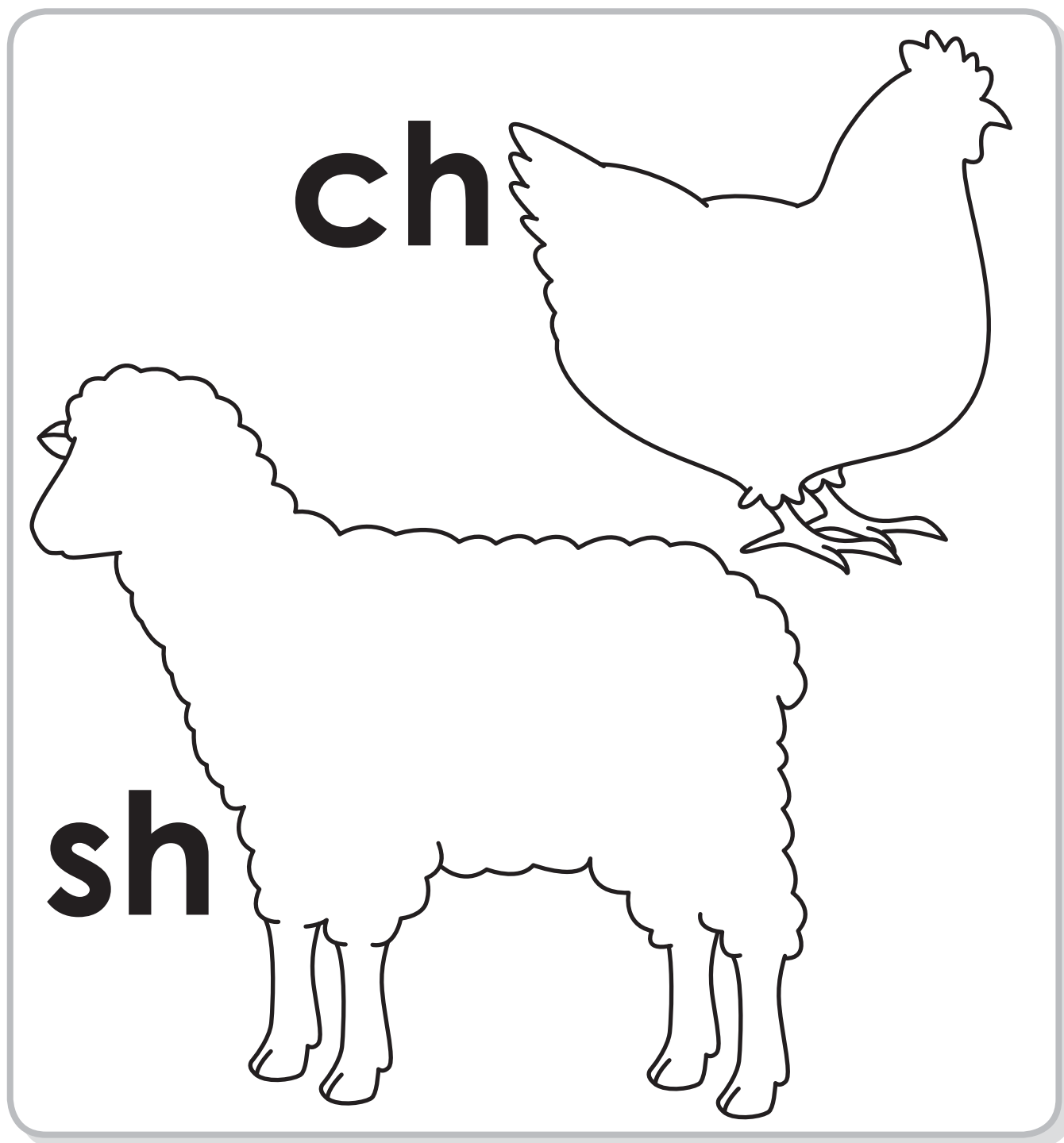
Children read the sentences, write the name of the baby farm animal and draw a picture.

Name: _____ Date: _____

'ch' and 'sh' words

You will need: coloured pencils

- Think of words that begin with 'ch' and record them in the chicken.
- Think of words that begin with 'sh' and record them in the sheep.

**Main teaching focus**

Phonological awareness: Initial digraph 'sh'; initial digraph 'ch'.

Other teaching focus

Phonemic awareness: Identifying beginning sounds of words; recognising how words are similar and different.

Teacher's note





Children think of words that begin with 'ch' and record them in the chicken. Children think of words that begin with 'sh' and record them in the sheep.

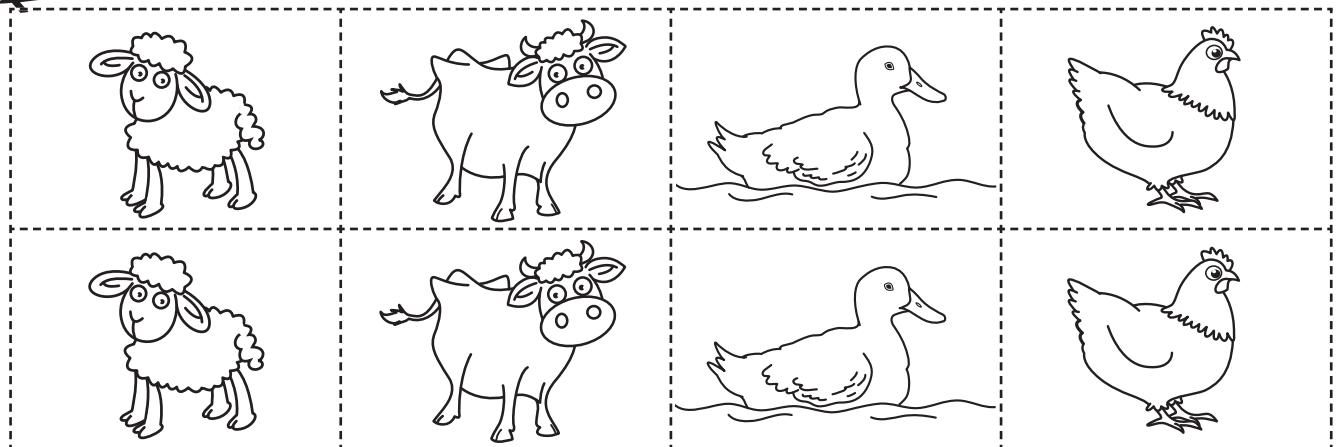
Name: _____ Date: _____

Sorting baby animals

You will need: scissors, glue, coloured pencils

- Colour and cut out the pictures of the animals.
- Paste them into the right box. Some animals might go in more than one box!

<p><i>Animals with feathers</i></p> 	<p><i>Animals that swim</i></p> 
<p><i>Animals that eat grass</i></p> 	<p><i>Animals that drink milk from their mother</i></p> 



Main teaching focus

Oral language development: Comparing and contrasting animals—recognising how animals are the same and different.

Other teaching focus

Comprehension: Recalling facts from the text.

Teacher's note

Children colour and cut out the pictures of the animals, then sort and paste them into the boxes. Some animals might fit in more than one category.

Look Inside a Cave

Level 11

Non-fiction

Word count: 192

Text type: report



High-frequency words introduced: if, place/s, safe, so, take, want

High-frequency words consolidated: live

Linking texts: *Look Inside a Cave* E-Book
Grumpy Old Bear is Sleeping (fiction)

Curriculum link: environment

Story summary: Learn about different types of caves. Find out how some caves are made of rock and some caves are made of ice. See how rocks can point in different directions in caves. Also learn about animals, such as bears, birds and bats, that can live and sleep inside caves.

Tuning in

- Provide children with paper and pencils. Get them to draw a picture of a cave to show their prior knowledge. Ask, *What do you think a cave looks like? What might you see inside a cave?* Ask children to describe their drawings to the group.

Book walk

- Introduce the book. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title? Can you see any high-frequency words in the title? How does the title help you understand what the story is going to be about?*
- Discuss the cover photograph and encourage children to make predictions about the text. Ask, *What can you see? What can you tell me about this cave? What does it look like this cave is made of? What do you think that person is doing?*
- Get children to look at the back cover of the book. Read the blurb and ask children to predict what they think the book will be about.
- Flip through the book. Encourage discussions about the photographs. Discuss how pictures can help us to understand the meaning of the text and assist us with reading unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3 Ask, *What can you see? Where can you find caves? Can you find caves in lots of places? What is this cave made of? Can caves be made of rock? Can caves be made of ice?*

pages 4–5 Ask, *Why are the rocks in this cave interesting? Do these rocks go up or down? Which way do these rocks go?*

pages 6–7 Ask, *Is it light or dark inside this cave? Why can't light get inside this cave? Why would it be good to have a light if you wanted to go inside this cave?*

pages 8–9 Ask, *Is it dark inside this cave? What is this cave made of? Why would this cave be very cold? What are the walls of the cave made of? What is coming down from the top of the cave?*

pages 10–11 Ask, *What can you see sleeping inside this rock cave? Would it be a safe place for the bears to live?*

Is this bear inside or going outside the cave? What might the bear be trying to find?

pages 12–13 Ask, *What is sleeping inside this cave? Is a cave a safe place for the bird to live? Where is this bird flying? Why do you think it's trying to find food outside the cave?*

pages 14–15 Ask, *What else lives in a cave? Does the bat come out of the cave to find food during the day or at night? What might you see inside a cave? Why should you take a light?*

page 16 Ask, *Where did you see these words in the text? What do these words mean? What might we use this glossary for as we read the book?*

Reading the text

Get children to read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences. Identify words children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*

- Encourage children to look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Get children to predict what might happen on the next page and how the text might end. Ask, *What other things might you see in a cave? What other information about caves might we read about?*
- Have the children relate the text to their own experiences. Ask, *Have you ever been in a cave?*
- Get children to summarise the text in their own words. Ask, *What happened in the story? What did you learn about caves made of rock? What did you learn about caves made of ice? What did the text tell us about animals that live in caves?*
- Ask inferential questions, such as *Why can't light get inside some caves? Why are caves a safe place for animals to live? What type of light could you take into a cave? Why do some animals need to come out of the cave to search for food?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Discuss strategies and provide

opportunities for children to consolidate specific skills. For example, if children had difficulty with the word 'sleeping,' discuss strategies such as sounding out, re-reading or looking at the illustration.

Choose from the following activities.

Comprehension

- *Matching sentences to pictures:* Turn to different pages in the text and discuss the pictures. Encourage children to recall information about different types of caves and animals that might live in them. Write sentences from the text onto pieces of paper, e.g. 'Look at the rocks inside this cave. The rocks go down.' Ask children to read the sentence and then draw a picture to match. Get children to complete **PW 67** (page 113).
- *Visualise:* Write sentences from the text onto pieces of paper. Ask children to choose a piece of paper and read the sentence. Explain that they need to visualise a picture for their sentence (i.e. paint a picture in their mind). Encourage children to describe what they visualised. Provide them with paper and coloured pencils or crayons so they can draw a picture of their visualisation. Get children to complete **PW 68** (page 114).

Phonological awareness/Graphophonics

- Talk about two-letter consonant blends at the beginning of words, e.g. 'pl.' Discuss how these letters are sounded together rather than separately (i.e. 'pl' rather than 'p-l'). Make these blends with magnetic letters and get children to practise the sounds. Get children to find 'pl' words in the text.
- Talk about how the suffix 's' changes the way we read a word. Ask children to find words in the text that have an 's' ending and get them to practise reading the words. Find 'rocks' and talk about how the 's' on the end of the word means there is more than one rock.
- Discuss the words 'cave,' 'made' and 'safe' and the long vowel rule for silent 'e.' Explain that usually when there is a silent 'e' on the end of the word you make a long vowel sound for the previous vowel, instead of a short vowel sound. Get children to find words in the text that end with 'e.' As a group, sound and read the words to identify if they are words that use the silent 'e' rule.

Vocabulary

- *Visual recognition of high-frequency words:* 'if,' 'place/s,' 'so,' 'take,' 'want,' 'live.' Ask children to locate these words in the text. Write the high-frequency words onto cards (two cards per word) and get children to play games such as Noughts and Crosses and Memory.
- Provide children with old magazines and newspapers. Get them to cut out and paste letters to spell the high-frequency words. Get children to complete **PW 69** (page 115).

Fluency

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

Text conventions

- *Sentence features:* Discuss how sentences begin with capital letters and end with a full stop, exclamation point or question mark. Turn to different pages of the text and ask children to count the sentences on the page. Ask, *How do you know where the sentence starts? How do you know where the sentence ends?* Also talk about how sentences need to make sense when we read them.
- *Exclamation point:* Identify the exclamation points in the text. Talk about how authors use exclamation points when they want to show something is important or exciting. Discuss how readers change their voice when there is an exclamation point. Ask children to practise changing their tone when reading sentences with an exclamation point.
- *Text emphasis/italic font:* Talk about how some words in the text are shown in italics. Discuss that this is because they are words that the children might not recognise and that they are in the glossary. Show children how we can find the meaning of the words by looking at the glossary on page 16.
- *Book features:* Encourage children to talk about what is on the front cover of the book. Discuss how it shows the title, author and illustrator. Ask children to design a new front cover.

Writing

- Encourage children to imagine that they are going exploring in a cave. Get them to write sentences explaining what they could see and what it was like. Ask, *What type of cave did you explore? What did it look like? What could you see in the cave? Were there any animals in the cave?*

► English Language Learners

- Look at the pictures of caves in the text. Get children to identify the caves made of rock and the caves made of ice. Get children to compare and contrast the caves. Ask, *How are these caves the same? How are they different?* Get children to make a list of the similarities and differences. Promote and support children's language development during discussions.

► Assessment

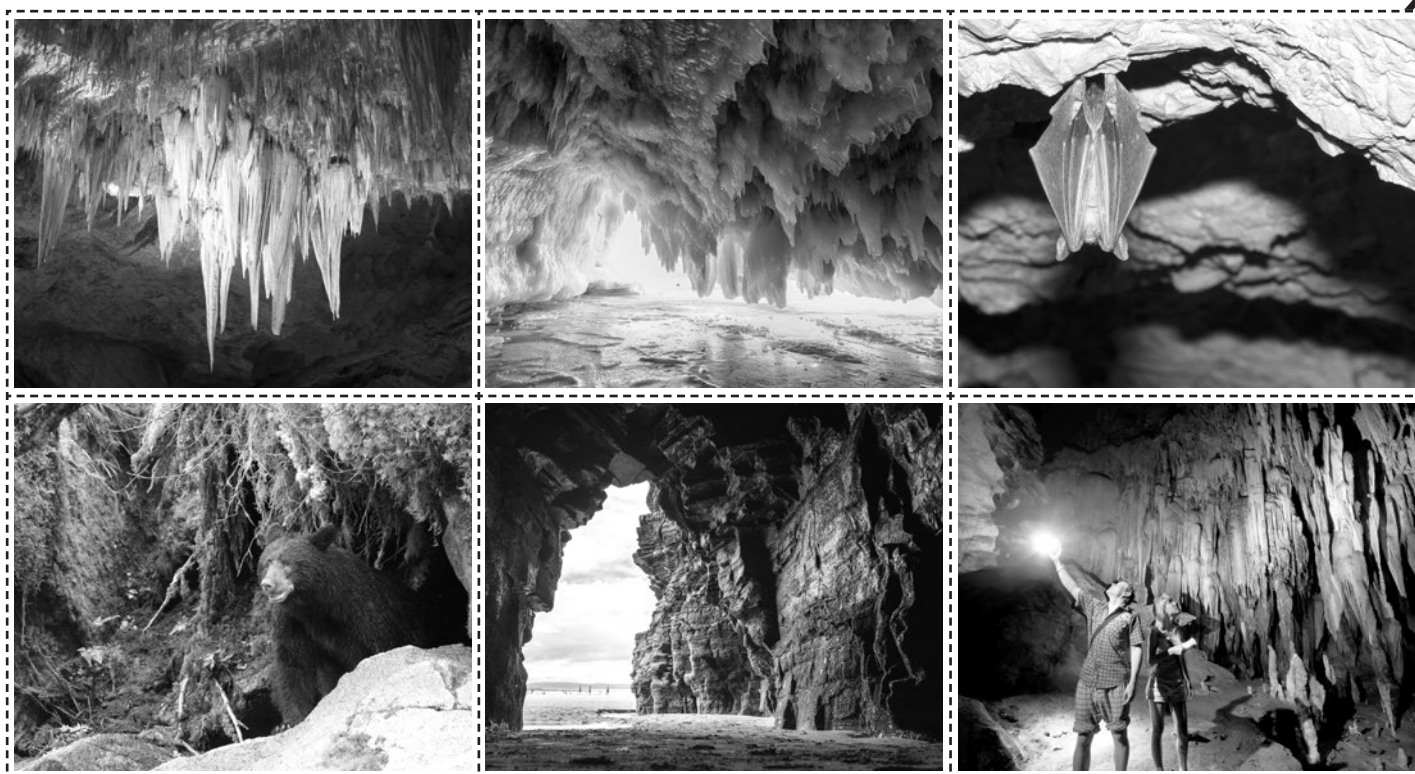
- PWs 67, 68 and 69 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 67 could be kept in the child's portfolio
- Complete Running Record (page 143)

Name: _____ Date: _____

Pictures and sentences match

You will need: scissors, glue, piece of paper

- Cut out the sentences and pictures.
- Match the pictures to the sentences and paste them on the piece of paper.



<p>This bear is going outside the cave to find food.</p>	<p>A cave can be made of rock.</p>	<p>Look at the rocks inside this cave. The rocks go down.</p>
<p>It's good to have a light if you want to go inside this cave.</p>	<p>The walls of this cave are made of ice. The ice is coming down from the top.</p>	<p>A bat is sleeping inside this rock cave.</p>

Main teaching focus

Comprehension: Matching sentences with pictures

Other teaching focus

Comprehension: Recalling events from the text; visualizing text

Teacher's note

Children cut out the sentences and the pictures. They match the sentences with the pictures and paste them together on the piece of paper.

Name: _____ Date: _____

Visualise

You will need: coloured pencils or crayons

- Read the sentences and draw pictures to match.

<p>The rocks inside this cave go up.</p>	
<p>A cave can be very dark. No light can get inside this cave.</p>	
<p>This cave is not dark. It's made of ice so it is very cold.</p>	
<p>The walls of this cave are made of ice. There is ice coming down from the top, too.</p>	
<p>This bear is going outside the cave to find food.</p>	
<p>A bird is sleeping inside this cave.</p>	

Main teaching focus

Comprehension: Visualising pictures to match sentences

Other teaching focus

Comprehension: Recalling events from the text

Teacher's note

Children read the sentences, visualise and draw pictures to match.

Name: _____ Date: _____

High-frequency word spelling

You will need: scissors, glue

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

if _____

place _____

safe _____

so _____


take _____

want _____

places _____

live _____

e	p	w	a	t	i	p	e
s	e	a	l	f	s	a	c
c	f	k	a	s	t	v	l
o	n	a	e	l	i	e	


Main teaching focus

Vocabulary: Recognising high-frequency words

Other teaching focus

Writing: Spelling and letter patterns of high-frequency words

Teacher's note

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

People Who Keep Us Safe



Level 11 Non-fiction Word count: 197 Text type: explanation

High-frequency words introduced: called, if, places, road, safe, us, work

High-frequency words consolidated: was, who

Linking texts: *People Who Keep Us Safe* E-Book
Penny, Paddy and the Police Dog (fiction)

Curriculum links: me/family, community, health and safety

Story summary: Learn about some people who keep us safe – police officers, firefighters and ambulance workers. Find out where you might see them, the vehicles they use and how they can help us and keep us safe.

Tuning in

- Discuss the meaning of 'safe.' Ask, *What does it mean to be safe? Why is it important for us to feel safe?* Encourage children to think of the people who make them feel safe. Talk about something they could do if they were not feeling safe.

Book walk

- Introduce the story. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title? Can you see any high-frequency words in the title? How does the title help you understand what the story is going to be about?*
- Discuss the cover photos and encourage children to make predictions about the text. Ask, *What can you see? What job do these people have? How do ambulance workers, firefighters and police officers keep us safe?*
- Get children to look at the back cover of the book. Read the blurb and get children to predict what they think will happen in the story.
- Flip through the book. Encourage discussions about the events and photos. Discuss how illustrations can help us to understand the meaning of the story and assist us with reading new words. When questioning, use vocabulary from the text.

pages 2–3 Ask, *Who are these people who help to keep us safe? How do you think they might help to keep us safe?*

pages 4–5 Ask, *Where can you see police? How do police help us? How do they look after people in homes and stores? Where is the police officer? Who is she helping? How might she help the lost boy?*

pages 6–7 Ask, *Why do you think the police have stopped this car? Why do they need to stop cars that are going too fast? Can police work with horses? What other animals can they work with?*

pages 8–9 Ask, *Where is the firefighter? How would she be helping to stop a fire? How would this help to keep us safe? Where is the fire truck? Where is the ladder on the fire truck? Why does the fire truck have hoses and lots of water, too?*

pages 10–11 Ask, *Where is the ambulance? Can the people who work in an ambulance help us? How do they*

help us if we are sick or hurt? How does this help to keep us safe?

pages 12–13 Ask, *What can you see inside this ambulance? Where is the bed? Can an ambulance come to your home? Can an ambulance take you to the hospital?*

pages 14–15 Ask, *Why do lots of people help to keep us safe? Who helps to keep you safe?*

page 16 Ask, *Where did you see these words in the text? What do these words mean? What might we use this glossary for as we read the book?*

Reading the text

Get children to read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences. Identify words children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*

- Encourage children to look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Get children to predict what might happen on the next page and how the text might end. Ask, *Who else helps to keep us safe? What other things do people do to keep us safe?*
- Have the children relate the text to their own experiences. Ask, *Who helps to keep you safe? Have police, firefighters or ambulance workers ever helped you? How do they keep you safe?*
- Get children to summarise the text in their own words. Ask, *What happened in the story? What did you learn about people who keep us safe? How do police, firefighters and ambulance workers help keep us safe?*
- Ask inferential questions, such as *How might police keep us safe in our homes? What might the police officer do to help the lost boy? What do you think police use horses and dogs for? What other things might a firefighter do to help keep us safe? How do ambulance workers help you if you are sick or hurt? Why might an ambulance need to take someone to the hospital?*

After reading

Focus on meaning, structure and visual cues that children

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

Choose from the following activities.

Comprehension

- *Recall:* Encourage children to talk about the different people who help to keep us safe that were in the text. Ask children to talk about the things that police officers, firefighters and ambulance workers do to help us. On a piece of paper, write the headings: 'Police,' 'Firefighters' and 'Ambulance workers.' Get children to record facts about how each of these people help us. Get children to complete **PW 70** (page 118).
- *Compare and contrast:* Turn to pages 8–9 and look at the pictures of firefighters. Ask children to recall what they learned about firefighters. Repeat for ambulance workers and police officers. Get children to compare and contrast ambulance workers, firefighters and police officers. Discuss similarities and differences. Ask, *How are they the same? How are they different?*

Phonological awareness/Graphophonics

- Discuss the words 'safe,' 'fire' and 'home' and the long vowel rule for silent 'e.' Explain that usually when there is a silent 'e' on the end of the word you make a long vowel sound for the previous vowel, instead of a short vowel sound. Ask children to find words in the text that end with 'e.' As a group, sound and read the words to identify if they are words that use the silent 'e' rule.
- Find and talk about the word 'keep.' Discuss the vowel digraph 'ee' and model to children the sound that these letters make. Brainstorm and record other 'ee' words and get children to circle the 'ee' in each word. Get children to complete **PW 71** (page 119).
- Talk about how the suffix 'ing' changes the way we read a word. Get children to find words ending in 'ing' in the text. Talk about the sound these letters make when sounded together. Brainstorm other 'ing' words.
- Talk about how the suffix 's' changes the way we read a word. Get children to find words in the text that have an 's' ending and get them to practise reading the words. Find 'stores' and talk about how the 's' on the end of the word means there is more than one shop.
- Find 'lost' in the text. Talk about the consonant blend 'st' and how these letters are blended to make one sound. Ask children to think of other words that end with 'st.' Repeat with other final consonant blends in the text (e.g. 'lp').
- Discuss double consonant blends 'pp,' 'dd' and 'tt.' Find words in the texts that contain these blends. Talk about when there are double letters in a word you only say the sound once.

Vocabulary

- *Visual recognition of high-frequency words:* 'if,' 'places,' 'road,' 'safe,' 'us,' 'work,' 'was,' 'who.' Ask children to locate these words in the text. Write the high-frequency words onto

cards (two cards per word) and get children to play games such as Noughts and Crosses and Memory.

- *Word meanings:* Look at the glossary and ask children to explain the meaning of the words. Get children to locate the words in the text and also find images of the words in the photos. Get children to complete **PW 72** (page 120).

Fluency

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

Text conventions

- *Sentence features:* Discuss how sentences begin with capital letters and end with a full stop, exclamation point or question mark. Turn to different pages of the text and get children to count the sentences on the page. Ask, *How do you know where the sentence starts? How do you know where the sentence ends?* Also talk about how sentences need to make sense when we read them.
- *Question mark:* Talk about how a question mark is used at the end of a question, rather than a full stop. Encourage children to count the question marks in the text. Get children to ask each other questions and record them with a question mark.
- *Text emphasis/italic font:* Talk about how some words in the text are shown in italics. Discuss that this is because they are words that the children might not recognise and that they are in the glossary. Show children how we can find the meaning of the words by looking at the glossary on page 16.
- *Book features:* Encourage children to talk about what is on the front cover of the book. Discuss how it shows the title, author and illustrator. Ask children to design a new front cover.

Writing

- Ask children to write a narrative about someone that helps to keep them safe. Encourage them to use information in the text to help create a plan for their story.

► English Language Learners

- Ask children to look at the pictures of police officers, firefighters and ambulance workers in the text and describe the uniforms they wear. Ask, *Why is it important for them to wear uniforms?* Ask children to explain how their uniforms are similar and different. Provide children with paper and coloured pencils or crayons and get them to draw and label a picture of a police officer, firefighter or ambulance worker.




► Assessment

- PWs 70, 71 and 72 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 70 could be kept in the child's portfolio
- Complete Running Record (page 144)

Name: _____ Date: _____

Recall facts

- Write the names of these people who help keep us safe.
- Write about how they keep us safe.

			
<p>Who is it?</p>			
<p>How do they keep us safe?</p>			

Main teaching focus
Comprehension: Recalling facts from the text

Other teaching focus
Comprehension: Comparing and contrasting

Teacher's note
Children recall information about the people who help to keep us safe. In the chart, children write who the person is and record facts about how they help keep us safe.

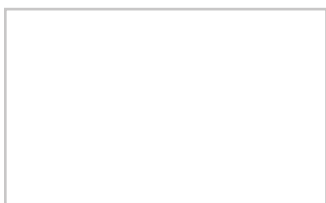
Name: _____ Date: _____

'ee' words

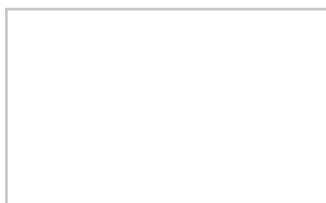
You will need: coloured pencils or crayons, scissors, glue

- Write 'ee' to complete the words.
- Cut out the pictures, match and paste next to the words.

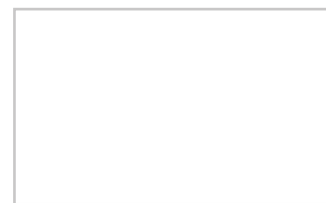
tr ____



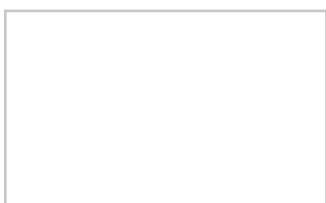
thr ____



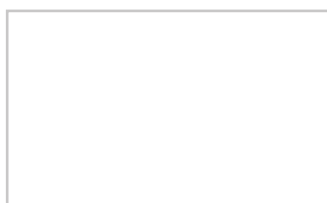
b ____



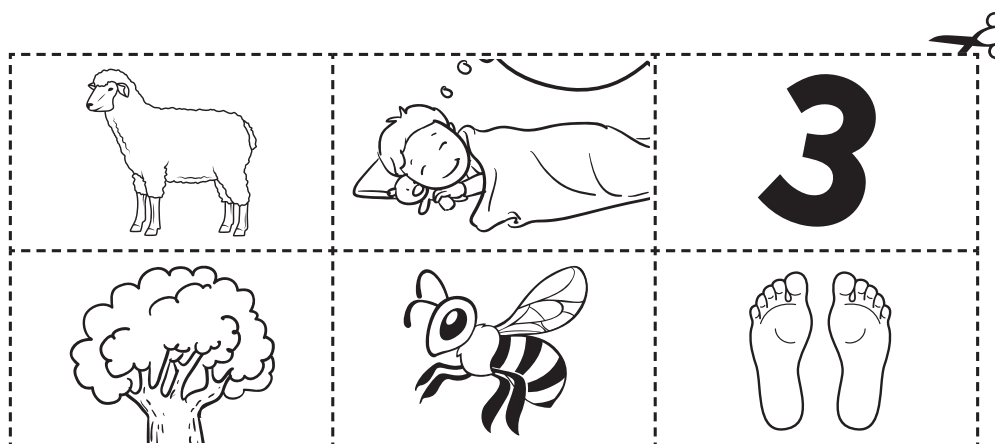
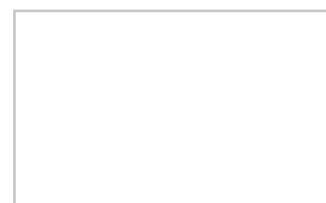
f ____ t



sl ____ p



sh ____ p



Main teaching focus
Graphophonics: Vowel digraph 'ee'

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

Teacher's note
Children record 'ee' to complete each word. Then they cut out, match and paste the pictures with the words.

Name: _____ Date: _____

Picture labels

You will need: scissors, glue

- Cut out the words.
- Match them to the pictures below and paste them.



police officers	ambulance	fire
hurt	firefighters	hospital

Main teaching focus Vocabulary: Word meanings	Other teaching focus Comprehension: Recalling information from the text	Teacher's note Children cut out the words, match and paste them to label the picture.
---	---	---

Running Record



Name: _____ Age: _____ Date: _____

Text: *The Volcano Sand Hill*

Level: 9

Running words: 115

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Alex is playing in his sandpit. He is making lots of little sand hills.			
4	"I have lots of new sand for you," said Mum. "You can make new little sand hills."			
6	"No!" said Alex. "I'm going to make one big sand hill with the new sand. It's going to be very big!"			
8	Alex got lots and lots of the new sand. The sand hill went up and up!			
10	"This is a very big sand hill," said Alex. "I can make it into a volcano."			
11	"Yes!" said Mum. "I can help you."			
12	Mum went into the kitchen. "This is for your volcano," she said.			
14	"Can I make the volcano with you?" said Alex. "Yes," said Mum.			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Baby Dinosaur is Lost*

Level: 9

Running words: 115

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Baby Dinosaur woke up. "Where is my father?" she cried. But her father had gone!			
4	Baby Dinosaur looked this way and that. "Where is my father?" she cried. "I can not find him!"			
6	Baby Dinosaur saw Mr Brown. "Can I help?" said Mr Brown. "Are you lost?" "Yes," said Baby Dinosaur. "I am lost and I can not find my father." "I will help you to find him," said Mr Brown.			
8	Baby Dinosaur and Mr Brown went up the big hill. They looked this way and that. But they did not find Father Dinosaur.			
10	"Oh, Father!" cried Baby Dinosaur. "Where have you gone?" "We will find him," said Mr Brown.			
12	"BABY DINOSAUR!" shouted Father Dinosaur.			
Totals				

Running Record



Name: _____ Age: _____ Date: _____

Text: *Lea Bakes an Apple Pie Surprise* Level: 9 Running words: 106

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	<p>"Dad," said Lea.</p> <p>"I can see lots of big red apples on the tree.</p> <p>Can we bake an apple pie for Grandma?"</p>			
4	<p>"Yes," said Dad.</p> <p>"Grandma will be here today."</p> <p>"Oh, good!" said Lea.</p> <p>"The apple pie can be a surprise."</p>			
6	<p>Dad got a ladder from the shed.</p> <p>Lea got a basket.</p> <p>"Up you go, Lea!" said Dad.</p> <p>Lea went up the ladder.</p> <p>She got 4 big red apples.</p> <p>Lea and Dad went into the house.</p>			
8	<p>"Here is a bowl," said Lea.</p> <p>"The milk goes in.</p> <p>The flour goes in.</p> <p>The butter goes in, too!"</p> <p>Mix! Mix! Mix!</p>			
10	<p>Dad cut up the apples.</p> <p>Chop! Chop! Chop!</p>			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Swim, Duck, Swim!*

Level: 9

Running words: 114

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Duck liked to swim in the little pond. "Come to the big pond, Duck," said Mouse. "We can all swim, today!"			
4	Duck looked at the big pond. And he looked at his feet. "This pond is very big," said Duck. "And it's very deep, too!"			
6	"I am very scared," said Duck. "Can you please help me?" "Yes!" said Sheep. "We can all help you."			
8	"Look, Duck!" said Mouse. "You can make your tail go like this. It will help you to swim in and out!"			
10	"You can make your feet go like this," said Hen. "It will help you to stay on top of the water. It will help you to swim fast, too!"			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Volcano Bubbles*

Level: 9

Running words: 115

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	I'm going to make a <i>volcano</i> . To make a volcano you have to make a big hill. You can make your big hill from: paper and paste, sand, playdough, cardboard			
4	After you have made your big hill, you can make a volcano! To make your volcano, you need:			
5	You can find all of this at home. Mum or Dad can help you. To make your volcano,			
6	Get the <i>jug</i> . The <i>vinegar</i> goes into the jug like this.			
7	The red <i>food-colouring</i> goes into the jug like this. The <i>washing-up liquid</i> goes into the jug like this.			
8	Tip the jug into the jar like this.			
10	The <i>soda</i> goes into the jar like this.			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Dinosaurs*

Level: 9

Running words: 112

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Can you find all the dinosaurs? I can see 10 dinosaurs. Can you?			
4	This dinosaur is big. Look at its big <i>head</i> and big <i>teeth</i> .			
5	This dinosaur is big, too. It eats <i>meat</i> . Look at its big teeth!			
6	This dinosaur is little. Look at its little head and little feet.			
7	This dinosaur is little, too. It eats meat. Its teeth are very sharp. Its <i>claws</i> are very sharp, too!			
8	This dinosaur is VERY big. It eats lots and lots of <i>plants</i> ! It eats <i>leaves</i> from trees, too. The dinosaur's <i>neck</i> is big, but its head is little.			
10	This dinosaur can run very fast. Look at it go!			
11	It runs with lots of dinosaurs.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *We Can Measure*

Level: 9

Running words: 125

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Look at the boys and girls. Are they getting big? We can measure to find out.			
4	Look at the ropes. We can measure the ropes. This rope is <i>short</i> . And this rope is <i>long</i> . We can all jump with a long rope.			
6	Look at the horses. We can measure the horses, too. The brown horse is <i>tall</i> . The black horse is short.			
8	Look at the spoon and cup. We can measure with spoons and cups. The spoon is for the sugar. The cup is for the milk.			
10	Look at the apples. We can measure the apples. This bag of apples is <i>light</i> . We can see 2 apples in this bag. This bag of apples is <i>heavy</i> . We can see lots of apples in this bag.			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *You Can Do It!*

Level: 9

Running words: 111

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	<p>Look at the boy and his new <i>bike</i>.</p> <p>His new bike is very big!</p> <p>Can the boy ride this bike?</p> <p>Look!</p> <p>Dad can help him.</p>			
4	<p>Oh, look!</p> <p>The boy is on his new bike again.</p> <p>Can the boy ride this bike?</p> <p>Yes!</p> <p>He can do it.</p>			
6	<p>Look at the girl in the water.</p> <p>Her mum is in the water, too.</p> <p>Can the girl <i>swim</i> on her <i>back</i>?</p> <p>Look!</p> <p>Mum can help her.</p>			
8	<p>Oh, look!</p> <p>The girl is in the water.</p> <p>She is going to swim again.</p> <p>Can she stay on her back?</p> <p>Yes!</p> <p>She can do it!</p>			
10	<p>Look at the boy and his new <i>shoes</i>.</p> <p>The teacher is sitting with him.</p>			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Big Green Crocodile*

Level: 10

Running words: 111

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Min Monkey ran down to the river. Grandpa Tut came, too.			
4	"Come back! Come back, you silly little monkey!" shouted Grandpa Tut. "Big Green Crocodile is down by the river. She is hiding from you in the long brown reeds!"			
6	"I cannot see Big Green Crocodile," said Min Monkey. "I will not come back to you. I am playing with my friends."			
8	Min Monkey was having lots of fun with his friends.			
10	"Help! Help!" cried Min Monkey. "Who is in the long brown reeds? Is it Big Green Crocodile?" "Yes!" shouted Grandpa Tut. "Get out of the river, you silly little monkey."			
12	Min Monkey ran up and into the big tree.			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *A Big Box of Bananas*

Level: 10

Running words: 110

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	One day, Mr Lee looked in a big box of bananas.			
3	"Help! Help!" cried Mr Lee. He ran out of the shop and down the street.			
4	"Mr Lee!" said Mrs Long. "Where are you going?"			
5	"Help! Help!" cried Mr Lee. "It came out of my box of bananas! It was brown! It was hairy and it was very, very scary!"			
6	"Mr Lee," said Mrs Long. "Was it a hairy brown dog?"			
7	"No!" said Mr Lee. "It was NOT a hairy brown dog."			
8	"Mr Lee," said Mrs Long. "Was it a hairy brown cat?"			
9	"No!" said Mr Lee. "It was NOT a hairy brown cat."			
11	"Come with me," said Mrs Long.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Rainy Day Picnic*

Level: 10

Running words: 100

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	<p>"Oh, no!" said Rosie.</p> <p>"It's raining outside."</p> <p>"Oh, no!" said Cam.</p> <p>"We cannot go to the park for a picnic."</p>			
4	<p>Mom looked out of the window.</p> <p>Mummy looked out of the window, too.</p> <p>"Oh, no," said Mum.</p> <p>"The rain is coming down."</p>			
6	<p>Rosie was not happy.</p> <p>"The rain is no fun at all," she said.</p>			
8	<p>The rain can be fun!"</p> <p>said Mummy.</p> <p>"We can have a picnic inside. It will be lots of fun."</p>			
10	<p>"Yes!" said Cam.</p> <p>"Let's have a picnic inside."</p> <p>Rosie did not look happy.</p> <p>"The rain is no fun at all," she said.</p> <p>"It makes me sad!"</p>			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Where Are You, Rusty?* Level: 10 Running words: 91

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Gus liked to play at the park. His dog Rusty liked to play, too. "Let's play on the slide," said Gus. And off he ran. "Rusty!" shouted Gus. "Can you find me? Look! I'm up here!"			
4	Rusty looked at Gus. He wagged his tail. And then off he ran! "Oh, no!" shouted Gus. "Stop, Rusty! Come back!"			
6	Gus ran after Rusty. He went to the top of a hill. "Where are you, Rusty?" said Gus. "I cannot see you."			
8	Gus looked in the long grass. He saw a little black nose.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Make Two Crocodiles*

Level: 10

Running words: 102

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	You can make a <i>crocodile card</i> from green card.			
3	Here is the green card. Here are the <i>scissors</i> . Here is a black <i>pencil</i> . To make your crocodile card, fold the paper like this.			
4	Then draw a crocodile on the card like this. It will have a long <i>nose</i> , two <i>legs</i> and a <i>tail</i> . Cut out your crocodile.			
5	Make 6 cuts on your crocodile's back like this. Make your crocodile like this. Make <i>triangles</i> like this. The cuts go up.			
6	Cut a <i>mouth</i> in your crocodile. Cut out the <i>teeth</i> , too.			
7	Then draw two black eyes on your crocodile.			
8	This is my crocodile card.			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *The Banana Spider*

Level: 10

Running words: 110

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Let's look at a <i>banana</i> spider! A banana spider is big and hairy.			
3	Banana spiders have 8 legs. Banana spiders have 8 eyes. A banana spider is a long spider.			
4	Let's look at a banana spider! Here are a banana spider's: eyes, <i>fangs</i> , legs.			
5	A banana spider has two big <i>fangs</i> and long hairy legs.			
6	Let's look at spiders! This is a <i>crab</i> spider but it is not like a crab!			
7	This is a <i>wolf</i> spider but it is not like a wolf! This is a banana spider but it is not like a banana!			
8	Let's look at the banana spider's name! The banana spider is not a banana.			
9	You cannot eat a banana spider.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *A Year of Weather*

Level: 10

Running words: 109

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	We can look at the weather for one year. It will be fun!			
4	It is sunny. It is hot, too! The weather is sunny and hot. Lots of <i>people</i> like to go <i>swimming</i> on sunny days. They stay <i>cool</i> in the water.			
6	The weather is <i>windy</i> and <i>cold</i> . The <i>leaves</i> are coming down in the wind. They are red and yellow. They are brown and <i>orange</i> , too. Down go the leaves from the trees.			
8	It is <i>snowing</i> . The snow is coming down. It is very cold in the snow. Lots of people like to play in the snow. You need a coat and a hat on a snowy day.			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Animal Body Parts*

Level: 10

Running words: 119

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Look at all the animals. Animals can have a tail and a nose. They can have feet and ears, too.			
4	Lots of animals have a tail. Look at the fish. It lives in the <i>water</i> . Its tail helps it to <i>swim</i> . Look at the monkey. It is up in a <i>tree</i> . Look at its long tail!			
6	Lots of animals have a nose, too. Look at the cat. Its nose helps it to find <i>food</i> . Look at the elephant. Its long nose helps it to get water.			
8	Lots of animals have feet. Feet help animals to walk. Look at the kangaroo. Its long feet help it to jump.			
10	Look at the rabbit. Its feet help it to jump and <i>dig</i> .			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Little Sea Horse and the Big Storm* Level: 11 Running words: 121

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	A big storm made the waves go up and down. "Oh, no!" cried Little Sea Horse. And the big waves took her away from home.			
4	The big waves went up and down. Little Sea Horse went over and under. She was scared.			
6	"Oh, dear!" cried Little Sea Horse. "I want to go home." "Hello, Little Sea Horse," said Dolphin. "I'm a long way from home, too."			
7	The big waves went up and down. Little Sea Horse and Dolphin went over and under.			
8	"I'm scared," cried Little Sea Horse. "I'm scared, too," said Dolphin. "Come and swim next to me. We can swim into the cave."			
10	It was safe inside the cave. "I'm happy you are with me," said Little Sea Horse.			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Grandpa's Farm*

Level: 11

Running words: 116

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	<p>"Come on, Kate," said Mum.</p> <p>"Let's go to Grandpa's farm."</p> <p>"Can Max come, too?" asked Kate.</p>			
3	<p>"Yes," said Mum.</p> <p>"But he cannot go in the mud.</p> <p>I do not want a muddy dog in the car."</p>			
4	<p>"Max," said Kate.</p> <p>"You have to stay with me.</p> <p>You cannot get muddy!"</p>			
6	<p>Max saw all the animals, so off he ran.</p>			
7	<p>"Come back!" shouted Kate.</p> <p>"You are a naughty little dog."</p> <p>But Max ran away!</p>			
8	<p>Max jumped over the fence and into the mud.</p>			
9	<p>"Oh, dear!" said Kate.</p> <p>"You are a muddy little dog.</p> <p>Mum will be cross with you."</p>			
10	<p>Max ran under the fence and into the chicken house.</p> <p>"Oh, dear!" said Kate.</p> <p>"You look like a chicken."</p>			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Grumpy Old Bear is Sleeping*

Level: 11

Running words: 97

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	<p>Little Squirrel called to his friends.</p> <p>"Look at me!" he shouted.</p> <p>"I'm running up and down this tree. It's lots of fun."</p> <p>"Ssshhh," said White Mouse.</p> <p>"Please, stop!</p> <p>Grumpy Old Bear is sleeping."</p>			
4	<p>Brown Duck called to her friends, too.</p> <p>"Look at me!" she shouted.</p> <p>"I'm swimming in the pond. I'm having lots of fun."</p> <p>"Ssshhh," said White Mouse.</p> <p>"Please, stop!</p> <p>Grumpy Old Bear is sleeping."</p>			
6	<p>"Look at me," laughed Green Frog.</p> <p>I'm jumping from lily pad to lily pad.</p> <p>I'm so happy.</p> <p>I'm having lots of fun, too."</p>			
8	<p>"Stop!" shouted White Mouse.</p> <p>"You are all shouting.</p>			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Penny, Paddy and the Police Dog* Level: 11 Running words: 108

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	<p>Penny loved going to the fair with Pa. It was lots of fun. "Be a good boy, Paddy," said Penny. "And stay with me."</p>			
4	<p>"Look at the police dog," said Pa. "The dog works with the police." Penny sat down with Paddy. "Sit!" said the police officer. The dog sat down.</p>			
6	<p>"Go!" said the police officer. The dog ran off. And off ran Paddy, too! "Come back!" called Penny. But Paddy did not come back.</p>			
8	<p>The dog ran up and down the steps. Paddy ran up and down, too. Then the dog walked under a log. Paddy walked under, too. "Oh, Pa," said Penny. "Look at Paddy go!"</p>			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Looking After the Ocean*

Level: 11

Running words: 137

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Lots of sea animals live in the ocean. Can you find all the sea animals?			
4	We have to look after the ocean. Look at the <i>plastic bottle</i> . Look at the <i>plastic bag</i> .			
5	Lots of old plastic bottles and plastic bags get into the ocean.			
6	You can see old plastic bottles and plastic bags on the <i>beach</i> , too! This <i>rubbish</i> is not good for the beach and it is not good for the ocean.			
8	Rubbish is not good for the sea animals and plants that live in the ocean. It makes the animals and plants sick.			
9	Look at this <i>seal</i> . The rubbish is in its home. The rubbish will make the seal very sick.			
10	A <i>net</i> is over this <i>dolphin</i> . It cannot get out.			
11	This <i>turtle</i> is eating a plastic bag. The plastic bag looks like a <i>jellyfish</i> .			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Baby Farm Animals*

Level: 11

Running words: 128

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	<p>We are at a farm today.</p> <p>We are going to see lots of baby farm animals.</p> <p>You can see the baby farm animals, too!</p>			
4	<p>We will see the baby <i>chickens</i> first.</p> <p>Baby chickens are called chicks.</p> <p>They come out of <i>eggs</i>.</p>			
5	<p>The mother chicken lays her eggs in a nest.</p>			
6	<p>We will see a baby cow next.</p> <p>A baby cow is called a <i>calf</i>.</p> <p>The little calf drinks <i>milk</i> from its mother.</p>			
8	<p>Here is a baby <i>sheep</i>.</p> <p>She is next to her mother.</p> <p>A baby sheep is called a <i>lamb</i>.</p>			
9	<p>Sheep give us <i>wool</i>.</p> <p>The farmer takes the wool off the big sheep.</p> <p>The wool is made into <i>clothes</i>.</p>			
10	<p>Here is a little baby <i>goat</i>.</p> <p>A baby goat is called a <i>kid</i>.</p> <p>You are called a kid, too!</p>			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Look Inside a Cave*

Level: 11

Running words: 129

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	<p>This is a cave.</p> <p>You can find caves in lots of places.</p> <p>A cave can be made of <i>rock</i>.</p> <p>It can be made of <i>ice</i>, too.</p>			
4	<p>Look at the rocks inside this cave.</p> <p>The rocks go down.</p> <p>And the rocks go up!</p>			
6	<p>A cave can be very <i>dark</i>.</p> <p>No <i>light</i> can go inside this cave.</p> <p>It's good to have a light if you want to go inside this cave.</p>			
8	<p>This cave is not dark.</p> <p>It's made of ice so it is very <i>cold</i>.</p> <p>The <i>walls</i> of the cave are made of ice.</p> <p>There is ice coming down from the top, too.</p>			
10	<p>Look!</p> <p>Two bears are <i>sleeping</i> inside this rock cave.</p> <p>It's a safe place for the bears to live.</p> <p>This bear is going outside the cave to find <i>food</i>.</p>			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *People Who Keep Us Safe*

Level: 11

Running words: 126

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	We have lots of people who help to keep us safe.			
4	You can see <i>police</i> in lots of places. Look at all the ways the police can help us. They look after people in homes and shops. This helps to keep us safe. Look at the <i>police officer</i> . She is helping a little boy who is lost.			
6	The police have stopped this car. The car was going too fast. This helps to keep us safe on the road. The police can work with horses. They can work with dogs, too.			
8	Look at the <i>firefighter</i> . She is helping to stop a <i>fire</i> . This helps to keep us safe. Look at the <i>fire truck</i> . The fire truck has a <i>ladder</i> . It has <i>hoses</i> and lots of water, too.			
Totals				

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