

LEVELS
1-2

Engage Literacy

TEACHER'S RESOURCE

Pink Extended Edition

Lisa Thorpe and Lauren Oxley

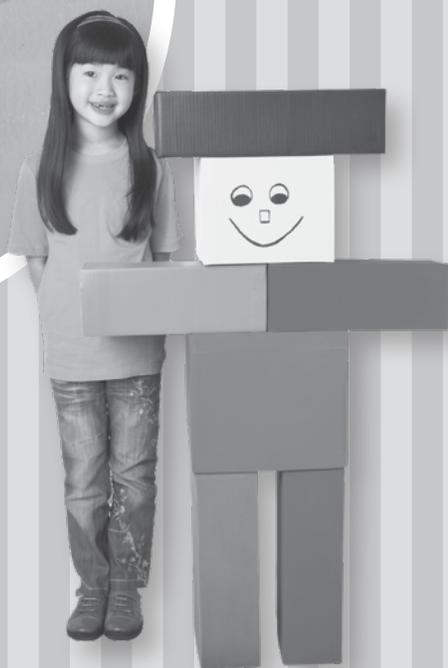


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Engage Literacy Teacher's Resource Levels 1–2 Extended Edition
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Please note the following abbreviations that are used in the Teacher's Resource:

PW: Photocopiable Worksheet **IWB:** Interactive Whiteboard

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PW: Photocopiable Worksheet **IWB:** Interactive Whiteboard

Introduction

Engage Literacy is a comprehensive literacy programme that can be used with an individual, small-group and/or whole-class focus. The core elements of a balanced literacy programme have been covered, i.e. written language (reading and writing) and oral language (speaking and listening). The programme covers reading Levels 1–30 and includes both fiction and non-fiction texts. Texts are curriculum-linked and the Levels 2–30 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 literacy skills and knowledge essential to children, i.e. oral language, phonological awareness, text conventions, graphophonics, vocabulary, fluency, comprehension and writing. This scope and sequence document underpins all the components of *Engage Literacy*. Teachers can be assured that by implementing *Engage Literacy* in their classrooms, their children’s individual learning needs will be met effectively.

Engage Literacy components

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

All levelled texts, both fiction and non-fiction, have been developed using carefully **graded vocabulary** lists, e.g. the word ‘go’ is introduced at Level 1 and ‘going’ is introduced at Level 4. Children therefore build up a bank of high-frequency words, providing them with a smoother transition as they are introduced to higher-level texts. The texts enable children to build on their prior knowledge and make new connections based on these previous understandings. *Engage Literacy* also includes a progressive **academic vocabulary** list of words such as ‘draw’, ‘make’ and ‘write’, which are essential for early readers to successfully understand and complete academic tasks independently.

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

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

Reading stage	<i>Engage Literacy</i> reading level	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 25–26	Lime	9½ years
Fluent	Levels 27–28	Brown	10 years
Fluent	Levels 29–30	Grey	11 years

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

- **Teacher’s Resource**

Each title in *Engage Literacy* is accompanied by an extensive *Teacher’s Resource* book that includes teaching notes, photocopiable worksheets and a Running Record for each title. See page vii for more information.

- **E-Books**

All fiction and non-fiction texts in *Engage Literacy* are provided as E-Books for use on individual computers, iPads and IVBs.

- **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 1–15. The posters can be used with the whole class or a small group and encourage the development of speaking and listening skills through a shared learning experience.

- **Comprehension Strategy Kits**

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

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

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



Above: Digital Poster

HOT-AIR BALLOONS

Hot-air balloons can be round and flat. All hot-air balloons are round. They can hold lots of things. A hot-air balloon has a basket, a burner, a gas burner and a vent.

balloon

1. The balloon is made of rubber. Nylon is very strong. The balloon needs to be strong so that it can hold hot air in it.
2. The basket has a basket underneath it. The basket can hold people in it.
3. The burner has a gas burner over it. The burner makes the air hot and this goes into the balloon.
4. At the top of the balloon is a vent. This hole is called a vent. It can let air out of the balloon. When hot air is put inside a balloon, it goes up. The hot air inside the balloon makes the balloon float up into the sky. The hot air inside the balloon is lighter than the air outside. This helps to make the balloon go up.

vent is a gas burner and a vent.

- a) one always round.
- b) one for round or flat like lots of things.
- c) one always shaped like bags.
- d) one very small.

3. At the top of the balloon is a) basket. b) burner. c) vent. d) pilot.
4. The balloon is made of _____ (tin, wood, nylon).
5. If the pilot wants the hot air balloon to go _____, the pilot opens the vent. (up, down, fast).
6. When the pilot _____ the vent, it makes the hot air go out of the balloon so that it comes down. (lets, opens, stops).

Inferential

7. Why does the pilot open the vent?
 - a) To make the people in the balloon laugh.
 - b) To scare the people in the balloon.
 - c) To make the balloon come down to the ground.
 - d) To make the balloon go up.
8. Why do hot air balloons have baskets?
 - a) To make the hot air balloon look good.
 - b) To hold people and the pilot.
 - c) So the pilot can use the basket to go shopping.
 - d) The basket is very big and stops the balloon going very up into the sky.
9. Why don't pilots use cold air in balloons?
 - a) Write your answer.

Applied

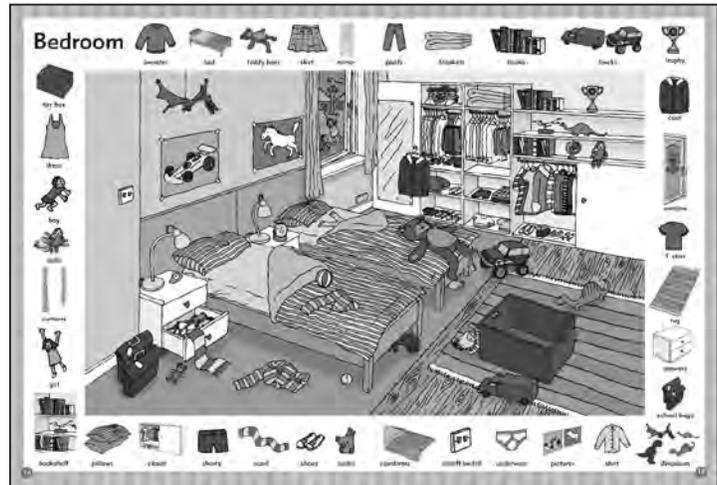
10. Have you seen a hot air balloon? What did it look like?
 - a) Write about it.

Above: Comprehension Cards

- **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**

Wonder Words helps children to learn their first 100 high-frequency words in context, through real stories. There are 24 fiction titles from Levels 1–15, 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. A comprehensive teacher's resource book, which includes photocopiable worksheets, is included.



Above: Wonder Words E-Books

- **Wonder Words E-Books**

All 24 *Wonder Words* books are provided as E-Books for use on personal computers, iPads and IWBs. These E-Books are ideal for IWBs when introducing children to the focus *Wonder Words* in each text.

Fiction and non-fiction texts

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

Fiction

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

Non-fiction

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

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

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

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

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

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

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

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

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

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

Teacher's Resource

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

The *Teacher's Resource* provides different avenues of acquiring knowledge so all children can learn effectively, regardless of differences in ability levels.

Each set of teaching notes provides:

- **Story or text summary**
- **Tuning in:** activities that introduce 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 that can occur after the text has been read
- **English Language Learners:** tasks designed to help with the language development of children who do not have English as their first language in the home environment
- **Assessment:** ideas on how to track and keep a record of individual learning paths. Running Records have been provided for each title.

PWs are embedded in the teaching notes. They can be used individually, in small groups, or with the whole class. Some PWs reinforce concepts beyond the text and therefore can be used at any time.

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

- *Comprehension*—incorporating literal or factual, inferential or interpretive, evaluative/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/Graphophonics*—initial consonant sounds, alliteration/rhyme, manipulation of sounds in words, segmenting words into sounds (analysis), blending, syllables, word families, contractions, compound words, suffixes/prefixes, plurals, synonyms/antonyms, tenses and 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 text types, e.g. recount, report, diary, procedural and narrative, enabling students to explore the text and complete related activities in many different contexts.

How to use *Engage Literacy* in your classroom

EXAMPLE READING LESSON

Whole class (10 minutes)

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

Discuss one or more of the following:

- the purpose of the text (the audience the text is intended for; author's intent; children's enjoyment of text; what they learned from the text; meaning of the text)
- the structure of the text (layout, e.g. picture storybook; text genre; labels, headings, blurbs, verse, etc.; language flow in text, e.g. rhyme, fairytale; 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.). The following strategies could be developed:

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

Small-group activities (30 to 35 minutes)

Develop fluid, skill-based learning groups through the following activities:

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

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

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

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

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

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

- a text the children have been reading, using the *Teacher's Resource* suggested tasks and 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*).

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

Whole-class sharing (5 to 10 mins)

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. Additional information that can be gathered to determine a child's level includes: anecdotal information, observations, Running Records and previously completed tasks.

Once a reading level has been established, place the child at the appropriate reading level. Each level matches the *Engage Literacy* colour coding for easy reference (see page v).

Running Records for each *Engage Literacy* text are provided in the *Teacher's Resource* (see pages 161–192) to help with ongoing monitoring and assessment.

How to use the Running Records

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

What is the purpose of a Running Record?

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

Making a Running Record

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

Reading symbols

No Errors

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

Errors

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

Reading strategies

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

Interpreting the Running Record

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

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

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

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

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

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

I Go Up



Level: 1 Fiction Word count: 36 Text type: Narrative

High-frequency words introduced: go, I, the, up

Programme links: *I Go Up* E-Book, Digital Poster 'The Grand Old Duke of York'

Curriculum link: me/family, physical activity

Sentence structure: I go up the _____.

Story summary: A very active girl explores the world around her and goes up, up and up to some interesting places.

Tuning in

- Discuss the concept of 'up'. Ask, *What does 'up' mean? Where is up? Can you point up? Look around the classroom and see what is up above you. What can you see that is up above you? Up on the wall? List children's responses. Walk outside and ask, What is up in the sky/tree?*

Book walk

- Introduce the story. Give each child a copy of the book. Discuss the cover illustration.
- Read the title. Ask, *How many words are in the title? Let's count them.*
- Flip through the book. Encourage discussion about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and to read unfamiliar words. Discuss the facial expressions and hand gestures of the different characters. When questioning, use vocabulary from the text.

pages 2–3: Point to the word 'up'. Say, *This word is 'up'. What is the girl going up? Where is the girl? Where do you think the stairs are going?*

pages 4–5: Point to the word 'up'. Say, *This word is 'up'. What is the girl going up now? Where does the ladder go? What do you think the girl is going to do next? What does the girl's face tell us about how she is feeling?*

pages 6–7: Point to the word 'up'. Say, *This word is 'up'. What is the girl going up now? Where does the rope go? What is the girl trying to get away from? Do you think the girl is scared? Where do you think the girl is?*

pages 8–9: Point to the word 'up'. Say, *This word is 'up'. What is the girl going up now? What is on the hill? Where might the girl be? What are the sheep doing? Why do you think the girl is going up the hill?*

pages 10–11: Point to the word 'up'. Say, *This word is 'up'. What is the girl going up now? What is she doing? What else is in the tree? What is the monkey doing? Why do you think the girl is going up the tree?*

pages 12–13: Point to the word 'up'. Say, *This word is 'up'. What is the girl going up now? What is she doing? What is*

happening around the girl? Do you think it is hot or cold? How can you tell? What is on the side of the mountain?

pages 14–15: Point to the word 'up'. Say, *This word is 'up'. What is the girl doing now? Where do you think the girl is? What do you think she might do next? What animal is with the girl?*

page 16: Ask, *Where is the girl now? What is she doing? Do you think the girl is scared? What does the girl's face tell us about how she is feeling? Do you think she likes being up high?*

Reading the text

- Get children to read out loud. Focus on meaning, structure and visual cues. Stop at any words the children are having difficulty with and discuss decoding strategies. Look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Talk about the phrase, 'I go up the'. Ask children to find these words on each page.
- Have the children relate the text to their own experiences. Ask, *Have you ever been up stairs? Where have you seen stairs? Why do people have stairs? Have you ever been up a ladder? What was at the top of the ladder? Why do people use ladders? Have you ever been up a hill/mountain? What was at the top of the hill/mountain? Have you ever been in a hot-air balloon? Have you ever seen a hot-air balloon? Do you think it would be scary going up in a hot-air balloon?*
- Look at pages 12–13. Ask, *Does the girl look like she is scared? Does she look like she is excited? This girl looks like she is adventurous. She likes to do lots of different things. Do you like to do different things? Climb trees? Go on long walks?*
- Children summarise the story in their own words. Ask, *Can you tell me what happened in the story?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- *Recall:* Say, *The girl went up lots of different things. Can you think of some of the things the girl went up?* Make a list of the different things (stairs, ladder, rope, hill, tree, mountain).
- *Predicting:* Predict what will happen next. Look at page 16. Ask, *Where do you think the girl is going to go in the balloon? What do you think she will be able to see? Where do you think she might go next?*
- *Sequencing:* Children sequence the events in beginning, middle and end order. Ask, *What was the first thing the girl went up? What was the next thing the girl went up? In the end, what did the girl go up in?* Children complete **PW 1** (page 3), colouring and cutting out the pictures and pasting them in beginning, middle and end order.

Phonological awareness/Graphophonics

- Look at pages 2–3 and point to ‘stairs’. Say, *This word is ‘stairs’. Does anyone know what letter ‘stairs’ starts with? What sound does ‘s’ make?* Go through the text and identify what the girl goes up and identify the initial letter and its sound for each.

Vocabulary

- *Prepositions:* Look at the front cover. Point to ‘up’. Say, *This word is ‘up’. It tells us where something is. Can you point up? Do you know the opposite to ‘up’? (‘down’) Say, Point down. Play a game of ‘Simon Says’. Say, Stand up/sit down/turn around/point up/point down. Give a variety of instructions involving ‘up’ and ‘down’ as the main prepositions.*
- Focus on the shape and sounds of the introduced high-frequency words. Ask children how many times they can find ‘l’, ‘up’, ‘go’ and ‘the’ in the text. Go through the book, counting each time they can find the words.
- Write ‘l’, ‘up’, ‘go’ and ‘the’ on separate cards. On long strips of paper, write the sentences from the book with one of the high-frequency words missing, e.g. ‘I go _____ the stairs.’ Say, *Let’s read the sentence. The sentence should have five words in it but it has four. Which word is missing?* Children find the missing word and place the card in the correct place. Children complete the cloze activity on **PW 2** (page 4).

Fluency

- Introduce the concept of ‘reading like talking’. Model how to read the story with fluency. Show children how it would sound if they read with no fluency.
- Point to the sentence, ‘I go up the _____.’ Explain how punctuation marks show us when we need to stop or pause when we are reading. Model how to read the sentence, stopping at the end where the full stop is. Choose children to act out the story, repeating the sentences and stopping in the correct place.

Text conventions

- *Features of a sentence—identifying words:* Look at the front cover. Ask, *How many words can you see? Let’s count them.* Turn to pages 2–3. Ask, *How many words can you see? Let’s count them. Are there more words on pages 2 and 3 than on the front cover?* Turn to pages 4–5. Ask, *How many words can you see? Let’s count them. Are there more words on pages 4 and 5 than on pages 2 and 3? Turn to pages 6–7. Ask, Are any of the words on pages 4 and 5 the same as those on pages 6 and 7? Which words are the same? Which words are different? The only word that is different on each page is the last word. Why is this word different?*

Writing

- Make individual ‘I go up’ books. Fold four pieces of A4 paper in half from top to bottom. Staple down the folded side. On the front cover write: ‘I go up’. On the top of each subsequent page write: ‘I go up the _____.’ Children write in the places the girl went up and draw a picture to match.

► English Language Learners

- Make a hot-air balloon collage. Children cut out the hot-air balloon on **PW 3** (page 5) and decorate it with squares of coloured paper. Make a wall display by cutting out white and blue cloud shapes and sticking the balloons in and around the clouds in the sky.

► Assessment

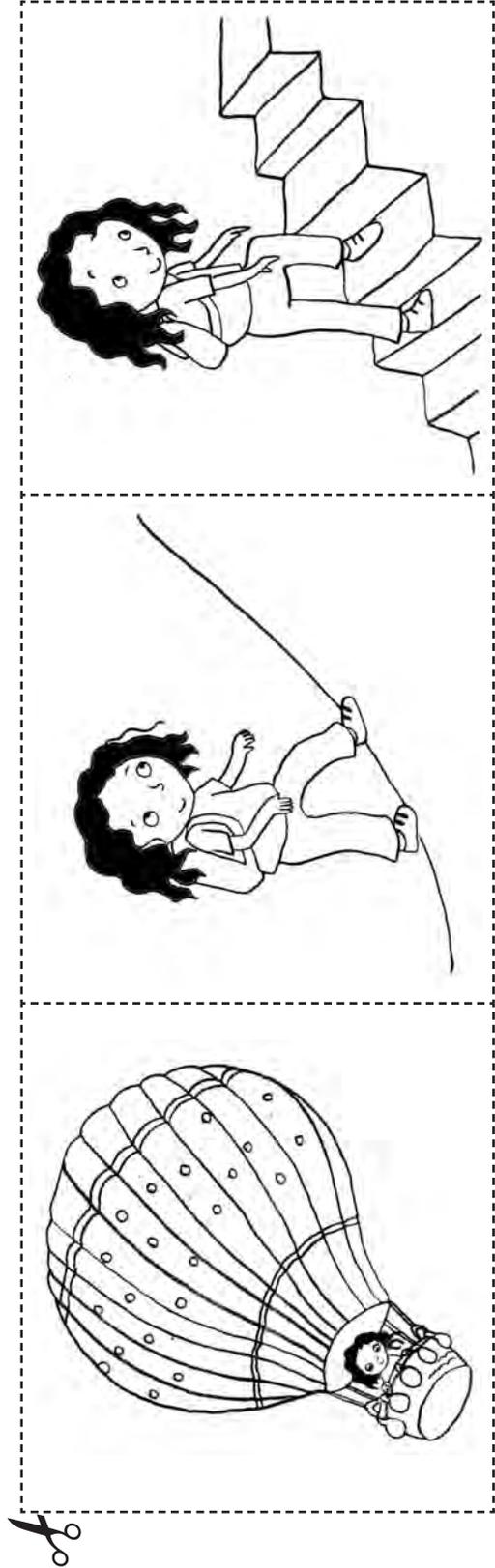
- PWs 1, 2 and 3 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 1 could be kept in the child’s portfolio
- Complete Running Record (page 200)

Name: _____ Date: _____

Sequencing pictures

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

Beginning	Middle	End
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Main teaching focus

Comprehension: Recall events in the text.
Sequencing events—beginning, middle and end.

Teacher's notes

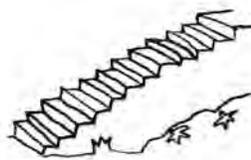
Children colour and cut out the three pictures and paste them in the boxes in the order they occur in the story.

Name: _____ Date: _____

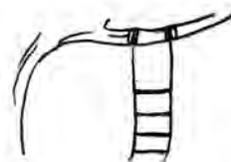
Cloze

You will need: scissors, glue

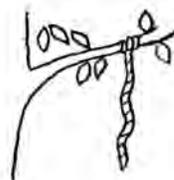
I go the stairs.



I go up ladder.



I go up the rope.



I up the hill.



go up the tree.



I go up mountain.



the go the up I

Main teaching focus

Vocabulary: Visual recognition of high-frequency words. Text structure: Structure of a sentence.

Other teaching focus

Fluency: Reading like talking. Comprehension: Recall of items in the text.

Teacher's notes

Children read each sentence, cut out the missing high-frequency word and paste it in the correct place.

Name: _____ Date: _____

Hot-air balloon

You will need: scissors, glue, coloured paper



Main teaching focus

Comprehension: Recall what the balloon in the text looked like.

Other teaching focus

Oral language development: Instructional language/art and craft-themed words (cut, paste, scissors, glue).

Teacher's notes

Photocopy onto paper. Children decorate the balloon with small squares of coloured paper and cut out.

In the Water



Level: 1

Fiction

Word count: 42

Text type: Narrative

High-frequency words introduced: in, is, the

Programme links: *In the Water* E-Book, Digital Poster 'Five Little Ducks'

Curriculum link: pets/animals, environment

Sentence structure: The _____ is in the _____.

Story summary: Different animals are in the water until a crocodile comes along.

Tuning in

- Discuss the concept of 'in'. Ask, *What does 'in' mean?*
Ask the children to find an object in the classroom that is 'in' something. Play a game with a box. Tell the children to get various items from around the classroom and put each one in the box, e.g. *Please find a pencil and put it in the box. Please find a book and put it in the box.*
- Discuss the phrase 'in the water'. Ask, *What animals do you know that can swim in the water?* List animals that can swim.

Book walk

- Introduce the story. Give each child a copy of the book. Discuss the cover illustration.
- Read the title. Ask, *How many words are in the title?* *Let's count them.*
- Flip through the book. Encourage discussion about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and to read unfamiliar words. Discuss the facial expressions of the different characters. When questioning, use vocabulary from the text.

pages 2–3: Point to the word 'in'. Say, *This word is 'in'.*
What animal is in the water in this picture? What is the fish doing? What colour is the fish?

pages 4–5: Point to the word 'in'. Say, *This word is 'in'.*
What new animal is in the water in this picture? Where is the frog? What is the frog doing?

pages 6–7: Point to the word 'in'. Say, *This word is 'in'.*
What new animal is in the water in this picture? Where is the duck? How did the duck get in the water? What does the duck's face tell us about how it is feeling?

pages 8–9: Point to the word 'in'. Say, *This word is 'in'.*
What new animal is in the water in this picture? Where is the turtle? What is the turtle doing? What do you think the turtle might do next?

pages 10–11: Point to the word 'in'. Say, *This word is 'in'.*
What new animal is in the water in this picture? What is the elephant doing? Why is the elephant doing that? What does the elephant's face tell us about how it is feeling?

pages 12–13: Point to the word 'in'. Say, *This word is 'in'.*

What new animal is in the water in this picture? Where is the monkey? What is the monkey doing? Which part of the monkey's body is in the water?

pages 14–15: Point to the word 'in'. Say, *This word is 'in'.*
What new animal is in the water in this picture? What is the crocodile doing? What do you think is going to happen next? What is the monkey doing? What does the monkey's face tell us about how it is feeling?

page 16: Ask, *What is happening in this picture? Why are all of the animals trying to get out of the water? What do you think the crocodile is going to do? How do you think the other animals are feeling? Is the fish out of the water? Why not?*

Reading the text

- Get children to read out loud. Focus on meaning, structure and visual cues. Stop at any words the children are having difficulty with and discuss decoding strategies. Look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Talk about the phrase, 'in the water'. Ask children to find these words on each page.
- Have the children relate the text to their own experiences. Ask, *Have you ever been in the water? Where have you been in the water? Have you ever been swimming in a pool? Have you ever been swimming at the beach? Have you ever been swimming in a lake or river? Have you ever seen a fish/frog/duck/turtle/elephant/monkey/crocodile in the water? Where have you seen these animals in the water?*
- Discuss the impact the crocodile had in the text. Ask, *Why do you think the animals ran away when they saw the crocodile?*
- Children summarise the story in their own words. Ask, *Can you tell me what happened in the story?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- **Predicting:** Look at page 16. Say, *When the crocodile came, all the animals tried to run away. Why do you think they did this? What might happen next?* On a large sheet of paper, write: 'The crocodile is in the water.' Underneath, write: 'What might happen next?' Display the sheet of paper. Cut A4 pieces of paper into four and give each child a piece. Say, *Draw what might happen next.* Stick all the pictures onto the large sheet.
- **Recall:** Ask, *What animals were in the water in the story? Was there a bird/elephant/turtle/giraffe in the water?* Children recall what animals were in the water then complete **PW 4** (page 8), cutting out the pictures of animals from the text, then pasting them on the picture of the water.
- **Sequencing:** Children sequence the events in beginning, middle and end order. Ask, *What was the first animal in the water? What animals went in the water after the fish? What was the last animal to go in the water?* Children complete **PW 5** (page 9), colouring and cutting out the pictures and pasting them in beginning, middle and end order.

Phonological awareness/Graphophonics

- Look at pages 2–3 and point to the fish. Say, *The fish is in the water. What letter does the word 'fish' begin with?* Children identify the letter 'f'. Ask, *What sound does 'f' make?* Go through the text, name the different animals that were in the water and identify the letter/sound that they begin with.

Text conventions

- **Features of a sentence—identifying words:** Look at the front cover. Ask, *How many words can you see? Let's count them.* Turn to pages 2–3. Ask, *How many words can you see? Let's count them. Are there more words on pages 2 and 3 than on the front cover?* Turn to pages 4–5. Ask, *How many words can you see? Let's count them. Are there more words on pages 4 and 5 than on pages 2 and 3?* Turn to pages 6–7. Ask, *Are any of the words on pages 4 and 5 the same as those on pages 6 and 7? Which words are the same? Which words are different?*

Vocabulary

- **Visual recognition of high-frequency words:** Focus on the shape and sounds of the introduced high-frequency words. Where a high-frequency word begins a sentence, distinguish between its uppercase and lowercase form. Ask children how many times they can find 'The/the', 'is' and 'in' in the text. Go through the book, counting each time they can find the words.

- On separate cards, write 'in', 'the', 'The' and 'is'. On long strips of paper, write the following sentences: 'The fish _____ in the water. The turtle is _____ the water. _____ duck is in the water. The frog is in _____ water.' Show one sentence and say, *Let's read the sentence. The sentence should have six words in it but it has five. Which word is missing?* Children find the missing word and place the card in the correct place. Reread the sentence to make sure the word is correct. Continue for the other sentences.

Fluency

- Introduce the concept of 'reading like talking'. Model how to read the story with fluency. Show children how it would sound if they read without fluency.
- Point to the sentence, 'The _____ is in the water.' Explain how punctuation marks show us when we need to stop or pause when we are reading. Model how to read the sentence, stopping at the end where the full stop is. Choose children to act out the story, repeating the sentences and stopping in the correct place.

Writing

- Make individual 'In the water' books. Fold four pieces of A4 paper in half from top to bottom. Staple down the folded side. On the front cover write: 'In the water'. On the top of each subsequent page write: 'The _____ is in the water.' Children write in the names of the animals from the book and draw a matching picture underneath.

► English Language Learners

- Make an 'In the water' wall display. Stick together two large pieces of paper to form one larger piece. Using light blue and dark blue crepe paper, cut out 2.5 centimetres (1 inch) wide squiggly lines to represent water and stick them on the paper from the bottom up. Children cut out the fish on **PW 6** (page 10) and decorate it with crepe paper, coloured paper and markers. Paste all the fish on to the large piece of paper.

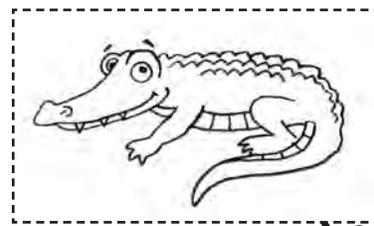
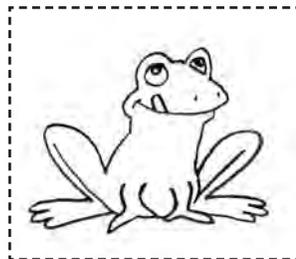
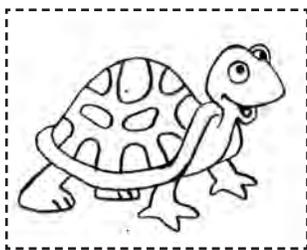
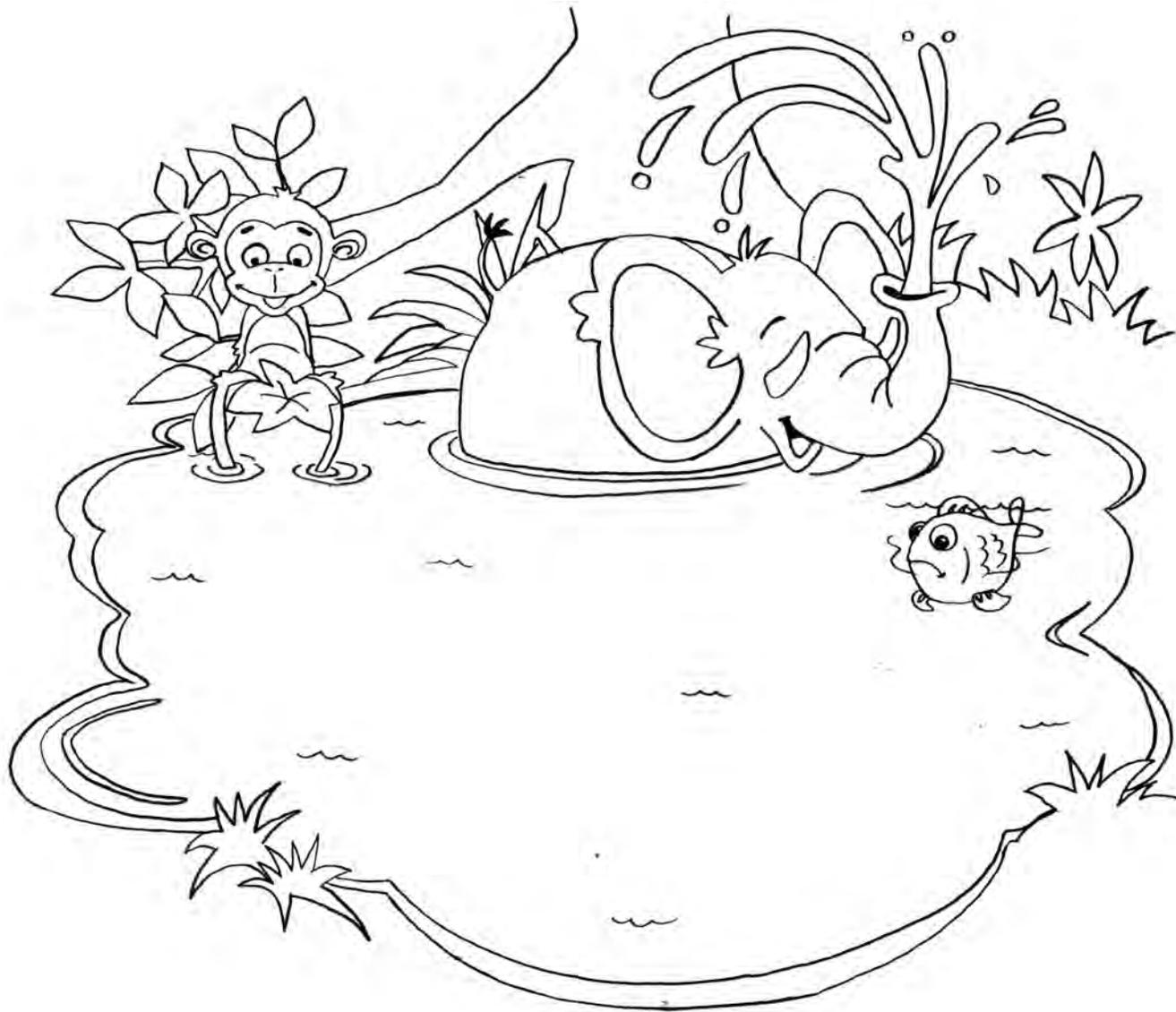
► Assessment

- 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 201)

Name: _____ Date: _____

In the water

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



Main teaching focus

Comprehension: Recall of animals from the text.

Other teaching focus

Vocabulary: Animals' names.

Teacher's notes

Children colour the pond environment and the animals below. They cut out the animals that went in the water and paste them into the picture.

Name: _____ Date: _____

Sequencing pictures

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

Beginning	Middle	End
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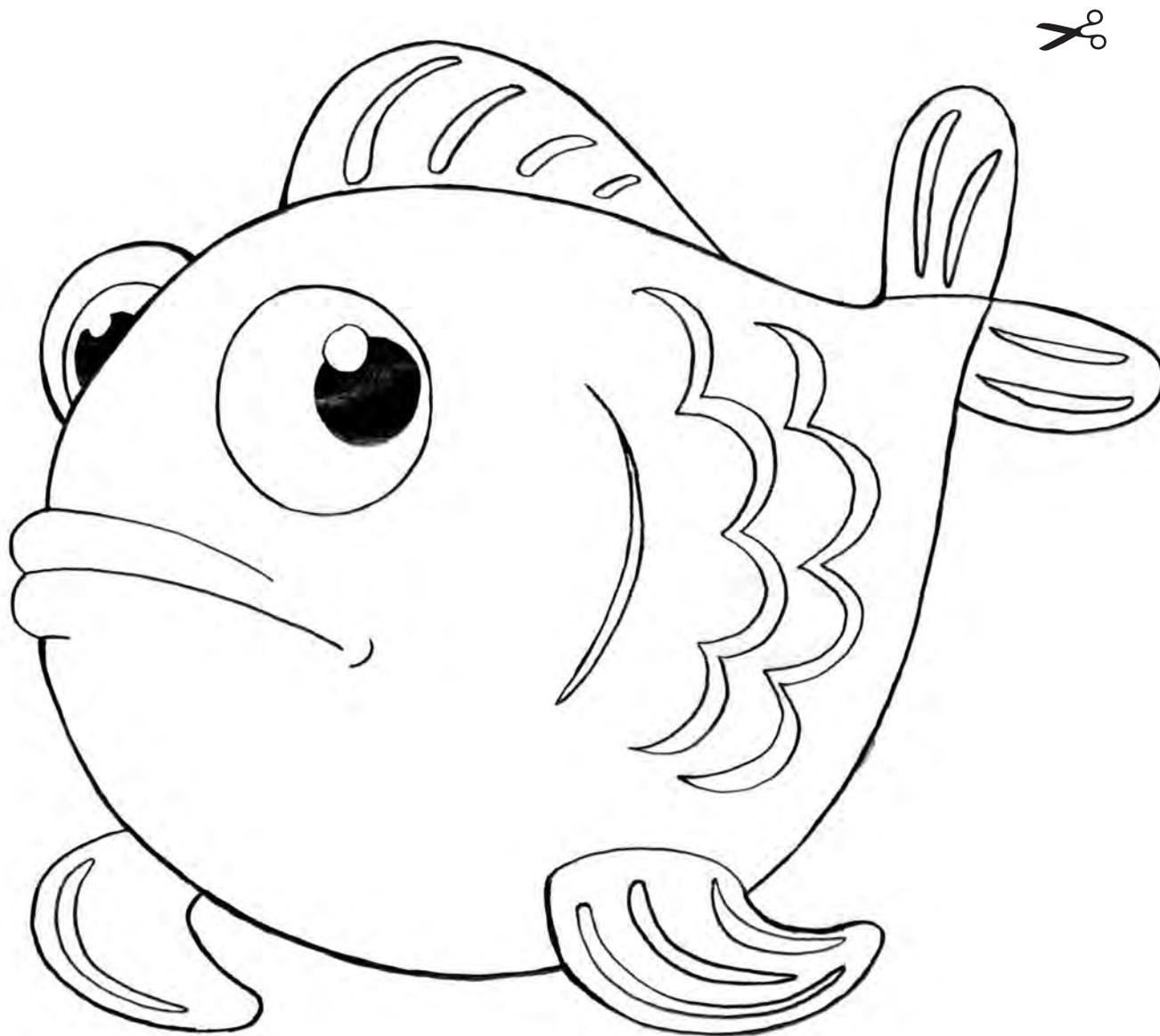
Main teaching focus
Comprehension: Sequencing events.

Teacher's notes
Children colour and cut out the three pictures and paste them in the boxes in the order they occur in the story.

Name: _____ Date: _____

Pretty fish

You will need: scissors, glue, assorted coloured crepe paper and paper squares, pens or crayons



Main teaching focus
English Language Learners.

Other teaching focus
Oral language development: Instructional language/art and craft-themed words (cut, paste, scissors, glue). Sea animals.

Teacher's notes
Children decorate the fish using crepe paper, paper squares and markers, then cut it out. Display the fish around the room or on a background representing water.

In the Playhouse



Level: I Fiction Word count: 48 Text type: Narrative

High-frequency words introduced: in, is, my, the

Programme links: *In the Playhouse* E-Book, Digital Poster 'Playhouse'

Curriculum link: me/family, pets/animals

Sentence structure: My _____ is in the _____.

Story summary: A boy is joined in his playhouse by his pets and his mum and dad.

Tuning in

- Discuss the concept of 'in'. Ask, *What does 'in' mean?* Ask the children to find an object in the classroom that is 'in' something, e.g. pencils in a pencil case.
- Play a game with a box. Tell the children to get various items from around the classroom and put them in the box, e.g. *Please find a pencil and put it in the box.*

Book walk

- Introduce the story. Give each child a copy of the book. Discuss the cover illustration.
- Read the title. Ask, *How many words are in the title?* *Let's count them.*
- Flip through the book. Encourage discussion about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and to read unfamiliar words. Discuss the facial expressions of the characters. When questioning, use vocabulary from the text.

pages 2–3: Point to the word 'in'. Say, *This word is 'in'. Who is in the playhouse? Where is the boy? What is the boy doing? What does the boy's face tell us about how he feels? What animal is in the playhouse with the boy? What is the boy going to do next?*

pages 4–5: Point to the word 'in'. Say, *This word is 'in'. What new animal is in the playhouse? Where is the dog? What does the dog's face tell us about how it is feeling?*

pages 6–7: Point to the word 'in'. Say, *This word is 'in'. What new animal is in the playhouse? Where is the bird? How did the bird get in the playhouse? Where is the cat?*

pages 8–9: Point to the word 'in'. Say, *This word is 'in'. What new animal is in the playhouse? Where is the rabbit? How did the rabbit get in the playhouse? What does the boy's face tell us about how he is feeling?*

pages 10–11: Point to the word 'in'. Say, *This word is 'in'. What new animal is in the playhouse? What is the fish in? How do you think the fish got into the playhouse?*

pages 12–13: Point to the word 'in'. Say, *This word is 'in'. What new person is in the playhouse? What has happened to the playhouse? Which animal has its head poking out of the window? Why does this animal have its head out the window? Where is the rabbit? Where is the cat? What do you*

think is going to happen next?

pages 14–15: Point to the word 'in'. Say, *This word is 'in'. What new person is in the playhouse? Why do you think Dad is in the playhouse? What has happened to the playhouse? What does Mum's face tell you about how she is feeling? What do you think is going to happen next? Do you think another animal or person will be able to fit in? Who do you think it might be?*

page 16: Point to the word 'in'. Say, *This word is 'in'. What new animal is in the playhouse? What has happened to the playhouse? Where is the boy? Who is next to the dog? Who is on the dog's head? Where is the rabbit? Where is the cat? What does the boy's face tell you about how he is feeling? What do you think is going to happen next? Do you think everyone is comfortable?*

Reading the text

- Get children to read out loud. Focus on meaning, structure and visual cues. Stop at any words the children are having difficulty with and discuss decoding strategies. Look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Talk about the phrase 'is in the playhouse' and ask children to find these words on each page.
- Have the children relate the text to their own experiences. Ask, *Do you have a playhouse at home? Do you know anyone who has a playhouse at home? Have you ever been in a playhouse? Can lots of animals and people fit in the playhouses you have been in?*
- Children summarise the story in their own words. Ask, *Can you tell me what happened in the story?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- *Recall:* Make a list of the animals that go in the playhouse. Ask, *Does an elephant/zebra/dog go in the playhouse?*

Children complete **PW 7** (page 13), colouring and then cutting out the animals that go in the playhouse and pasting them on the picture of the playhouse.

- *Inferring*: Discuss the events that took place in the text. Ask, *Why do you think the boy went in the playhouse? Why did his cat go in the playhouse? What does the cat's face tell you about what it thinks about the dog? Why was the fish in a bowl? Why did Mum come in the playhouse? How do you think Mum was feeling? How do you think the boy, Mum and Dad were feeling when the horse came in the playhouse?*
- *Sequencing*: Children sequence/recall the events in first, next and last order. Ask, *What happened first? What happened next? What happened in the end/last? Who was the first/next animal or person to go in the playhouse?*

Phonological awareness/Graphophonics

- Look at the initial letters of the animal words. Cover the picture of the corresponding animal. Begin by looking at pages 2–3 ('cat'). Say, *This word is the name of an animal. Let's count how many letters it has. It has three letters. What letter does it begin with? Point to the letter 'c'. Say, It starts with a 'c'. What is the name of an animal that starts with the letter 'c'? What sound does the letter 'c' make?* Continue for the animals on the other pages in the text. Children complete **PW 8** (page 14), colouring the animals and then pasting the correct initial letter beside each animal.

Text conventions

- *Features of a sentence—identifying words*: Look at the front cover. Ask, *How many words can you see? Let's count them.* Turn to pages 2–3. Ask, *How many words can you see? Let's count them. Are there more words on pages 2 and 3 than on the front cover?* Turn to pages 4–5. Ask, *How many words can you see? Let's count them. Are there more words on pages 4 and 5 than on pages 2 and 3? Do all of the pages have the same number of words?* Go through each page and count the words.
- *Full stops*: Look at the placement of the full stops. Say, *A full stop must be at the end of a sentence. Let's count the full stops.*

Vocabulary

- *Visual recognition of high-frequency words*: Focus on the shape and sounds of the introduced high-frequency words. Where a high-frequency word begins a sentence, distinguish between its uppercase and lowercase form. Ask children how often they can find each 'My', 'is', 'in' and 'the' in the text. Go through the book, counting the words.

- Write the high-frequency words on separate cards. On long strips of paper, write the following sentences: 'My cat is _____ the playhouse. My dog _____ in the playhouse. My bird is in _____ playhouse. _____ rabbit is in the playhouse.' Show one sentence and say, *Let's read the sentence. The sentence should have six words in it but it has five. What word is missing?* Children find the missing word and put it in the correct place.
- *Prepositions*: Revisit the word 'in'. Ask, *Where are we? Are we 'in' the classroom or outside?* Children complete **PW 9** (page 15), colouring and cutting out pictures and placing them in the appropriate 'in' or 'out' box. For example, a bird in a cage will go into the 'in' box, a horse on a farm will go in the 'out' box.

Fluency

- Introduce the concept of 'reading like talking'. Model how to read the story with fluency. Show children how it would sound if they read without fluency.
- Point out how to group words together to create natural phrasing, like speech, e.g. 'My mum is in/the playhouse.' Choose children to act out the story, repeating the sentences in this way.

Writing

- Make an 'In the playhouse' class book. Give each child a piece of A4 paper with the sentence 'My _____ is in the playhouse.' written at the top of the page. Ask each child to write/draw an animal on the page. Staple all the pages together to make the class book.

► English Language Learners

- Children make and decorate animal masks. Give each child a paper plate. Cut out holes for the eyes. Use feathers, felt, coloured paper and pens to decorate. Ask children to role-play the events in the story, repeating the words of the characters.

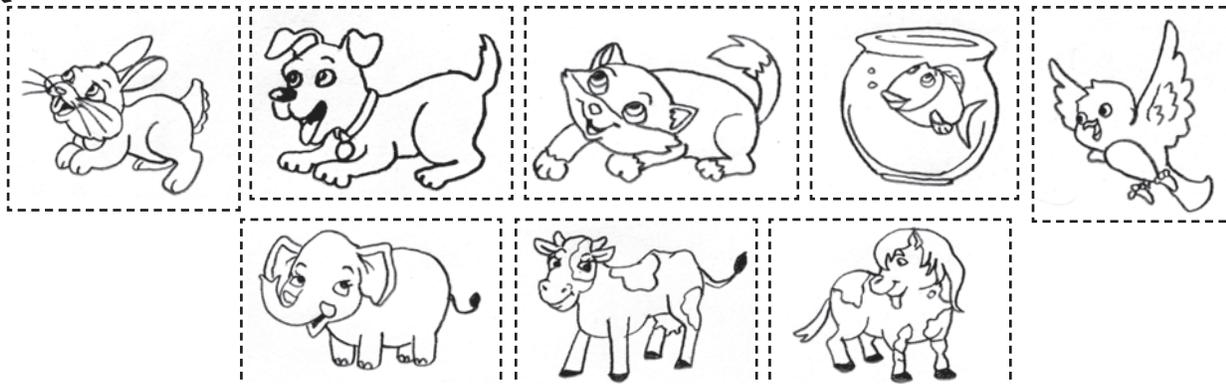
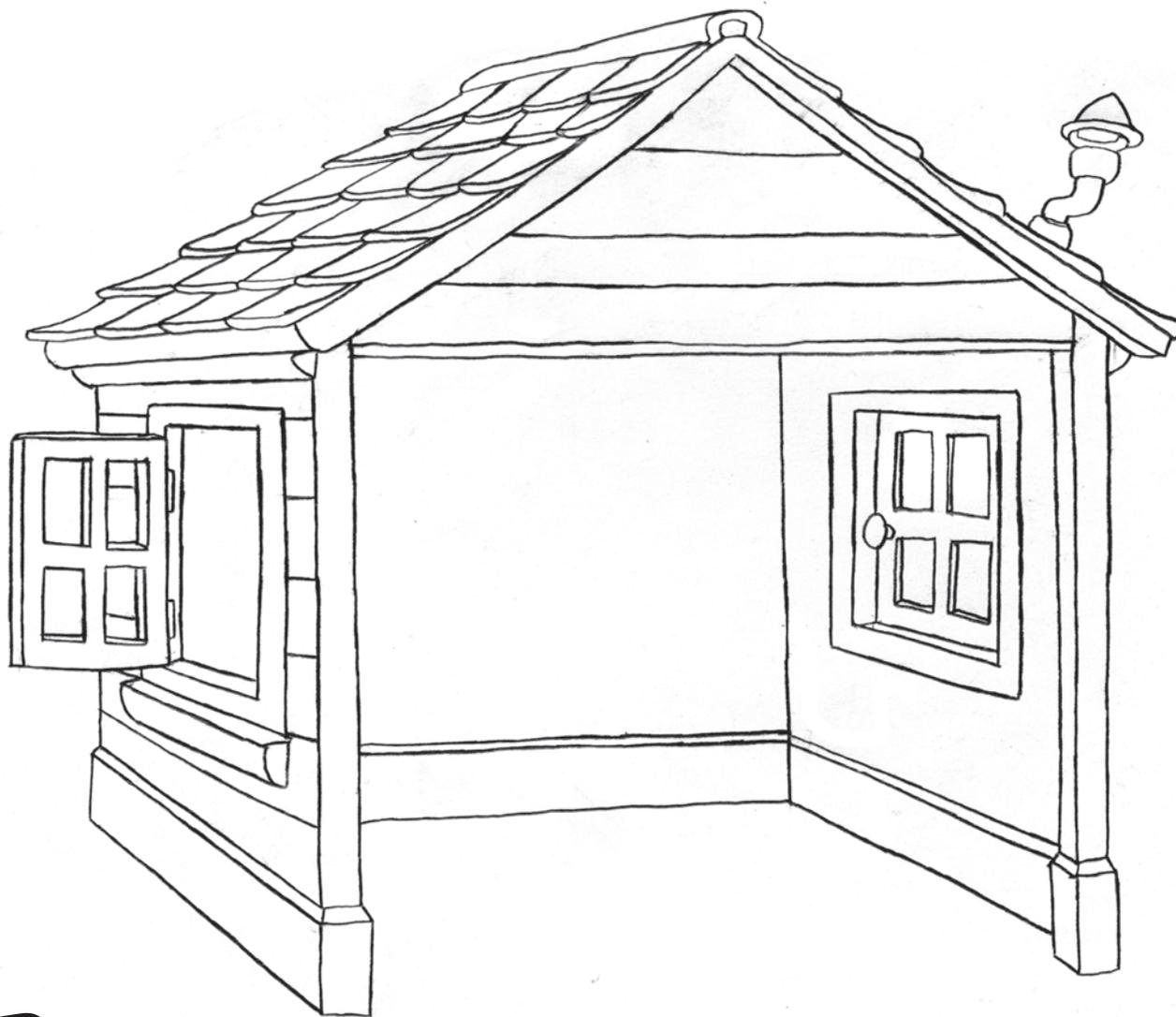
► Assessment

- 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 203)

Name: _____ Date: _____

In the playhouse

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



Main teaching focus

Comprehension: Recall of animals in the text.

Other teaching focus

Oral language development: Animal names.
Positional language: next to, beside, in front of, etc.

Teacher's notes

Children colour and cut out the pictures of the animals that were in the playhouse and paste them into the playhouse picture.

Name: _____ Date: _____

Letter sounds

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

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Main teaching focus

Graphophones: Initial letter names/sounds.

Other teaching focus

Oral language development: Animal names.

Teacher's notes

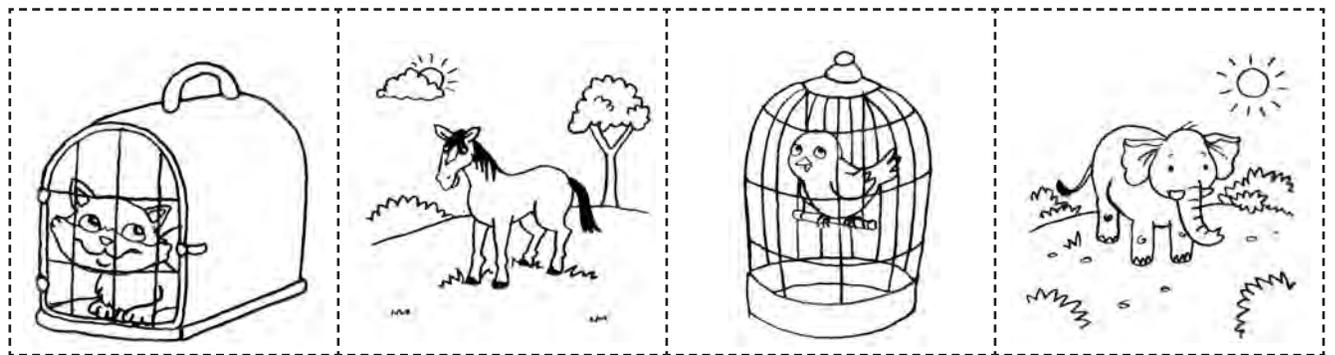
Children colour the pictures. They then identify the initial letter of each animal and cut out and paste the correct letter beside the animal.

Name: _____ Date: _____

In or out

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

In	Out



Main teaching focus
Vocabulary: Prepositions.

Other teaching focus
Comprehension: Recall.

Teacher's notes
Children colour and cut out the pictures and paste them in the correct box (in: cat, bird; out: horse, elephant).

Look at Me



Level: 1 Fiction Word count: 56 Text type: Narrative

High-frequency words introduced: at, here, is, look, me, my

Programme links: Look at Me E-Book, Digital Poster 'We Like to Come to School'

Curriculum link: me/family

Sentence structure: Here is my _____. Look at me.

Story summary: A boy gets ready in the morning and goes to school.

Tuning in

- Discuss the concept of 'look'. Ask, *What does 'look' mean? What do we use to look at objects? Point to your eyes. Say, Our eyes help us to look at objects. What are some objects you can see around the classroom? What are some objects you can see outside?*
- Discuss the concept of 'me'. Ask, *Who is 'me'? Point to yourself and say, I am me. If I am talking about myself I say 'me'. Play a 'Follow the Leader' game. Stand up and say, Look at me. I can clap. Children copy the action. Repeat with other actions.*

Book walk

- Introduce the story. Give each child a copy of the book. Read the title. Ask, *How many words are in the title? Where is 'Look'? Point to 'Look'. Point out the uppercase 'L' in 'Look'. Present 'Look' in both uppercase and lowercase. Discuss the cover illustration.*
- Flip through the book. Encourage discussion about the illustrations. Discuss how illustrations can help us to understand the meaning of the story and to read unfamiliar words. Discuss the facial expressions and hand gestures of the different characters. When questioning, use vocabulary from the text.

pages 2–3: Point to the brush. Ask, What is this? What is the boy doing? Why is he doing that?

pages 4–5: Ask, What is the boy doing? Where is he? What is he eating? Who else is in the room with the boy? What is Dad doing? What do you think the boy is going to do today? What time of the day might it be?

pages 6–7: Ask, What is the boy picking up? What is in his lunch box? What do you think he will do with his lunch? Where do you think he is going? What does his face tell you about how he is feeling?

pages 8–9: Ask, Where is the boy now? What is he doing? Why is he putting his bag on his back? Where is he going? What time of the day might it be?

pages 10–11: Ask, Where is the boy now? What is he doing? Who is with him? Where do you think the boy is going?

What is he wearing on his head? Why is he wearing a helmet? Why is Dad beside him?

pages 12–13: Ask, Where is the boy? Who is with him now? What is the boy doing? What is he going to do next? What does his face tell you about the new boy who has joined him? What does the new boy's face tell you about how he is feeling? What do you think the two boys will do now?

pages 14–15: Ask, Where is the boy now? What is he doing? What is he getting out of the box? Why would he be getting a book out of the box? What might he do next?

page 16: Ask, Who is with the boy now? What is he doing? Who is he sitting next to? What do you think he will do when he finishes reading? What does his face tell you about how he is feeling?

Reading the text

- Get children to read out loud. Focus on meaning, structure and visual cues. Stop at any words the children are having difficulty with and discuss decoding strategies. Look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Talk about the phrase, 'Here is my' and ask children to find these words on each page.
- Have the children relate the text to their own experiences. Ask, *What do you do before you come to school? How do you get ready for school? Do you brush your hair? Does your mum or dad brush your hair? What do you eat for breakfast? What is in your lunch box? How do you get to school? What are your friends' names at school? What books do you like reading at school? Point to your school books.*
- Children summarise the story in their own words. Ask, *Can you tell me what happened in the story?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- *Recall, sequencing:* Children recall the events in the text. Ask, *What did the boy do first? What did he do next? What did he do after he ate breakfast? What did he do then? What did he do at the end of the story?*
- Say, *The story is about a boy getting ready for school and going to school.* Give each child a piece of A4 paper with 'Here is my' written at the top. Ask each child to draw a picture of one thing they do/get before school, e.g. 'Here is my toothbrush.' 'Here is my lunch box.' 'Here is my bag.'

Phonological awareness/Graphophonics

- Look at the initial letters of the objects the boy uses in the text. Begin by looking at pages 2–3 ('brush'). Say, *This word is the name of something we use to do our hair. Let's count how many letters it has. It has five letters. What letter does it begin with? Point to the letter 'b'. Say, It starts with a 'b'. What sound does 'b' make?* Continue for the objects on the other pages in the text.
- Say, *There are a lot of words that begin with the letter 'b' in this story; let's make a list.* Write down each 'b' word that children find in the text ('brush', 'breakfast', 'bag', 'bike', 'book'). Ask, *What other words do you know that begin with the letter 'b'?* Add to the list. Ask, *What sound does the letter 'b' make?* Children complete **PW 10** (page 18), colouring in the pictures of objects that begin with 'b'.

Vocabulary

- *Visual recognition of high-frequency words:* Focus on the shape and sounds of the introduced high-frequency words. Where a high-frequency word begins a sentence, distinguish between its uppercase and lowercase form. Discuss 'Here/here' and 'Look/look'. Point out the uppercase and lowercase letters.
- Write 'Here', 'is', 'my', 'Look', 'at' and 'me' on separate cards. Ask children how many times they can find these words in the text. Cover one of these words on each page and read out the text on the page. Ask, *What word is being covered up?* Children find the word that is missing and place the card in the correct place. Say, *Let's read the sentence together. Does it make sense with the new word?* Remove the card and see if the children found the correct word.

Fluency

Introduce the concept of 'reading like talking'. Model how to read the story with fluency. Show children how it would sound if they read with no fluency.

- Point out how to group words together to create natural phrasing, like speech, e.g. 'Here is my _____./Look at me.' Choose children to act out the story, repeating the sentences in this way.

Text conventions

- *Features of a sentence—identifying words:* Look at the front cover. Ask, *How many words can you see? Let's count them.* Turn to pages 2–3. Ask, *How many words can you see? Let's count them. Are there more words on pages 2 and 3 than on the front cover?* Turn to pages 4–5. Ask, *How many words can you see? Let's count them. Are there more words on pages 4 and 5 than on pages 2 and 3? Do all the pages have the same number of words?* Go through each page and count the words.
- *Full stops:* Look at the placement of the full stops. Say, *A full stop must be at the end of a sentence. Let's count the full stops.*

Writing

- Using a pencil, children trace over sentences from the text on **PW 11** (page 19).
- Write 'breakfast' on a piece of paper for each child. Look at pages 4–5. Ask, *What did the boy have for breakfast? What do you eat for breakfast?* Children draw and attempt to write what they eat for breakfast.

► English Language Learners

- Look at pages 6–7. Ask, *What does the boy have in his lunch box? What do you have in your lunch box?* Children complete **PW 12** (page 20), colouring and cutting out the items they have in their lunch box and pasting them in the picture of the lunch box on the page.

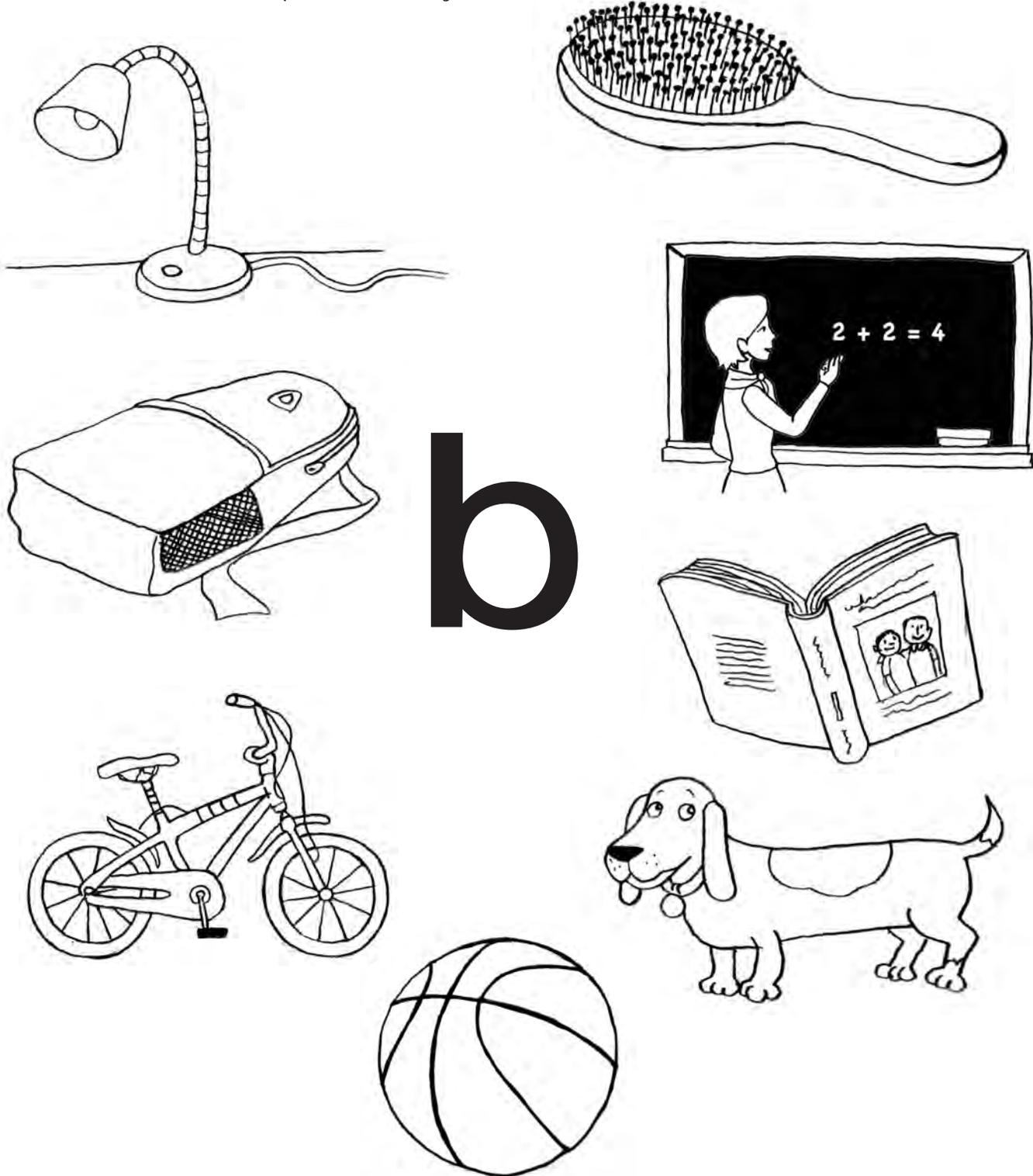
► Assessment

- 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 204)

Name: _____ Date: _____

Words starting with 'b'

You will need: coloured pencils or crayons



Main teaching focus

Vocabulary: Initial consonant sound 'b' and associated words.

Other teaching focus

Text conventions: Sentence structure. Identifying words.

Teacher's notes

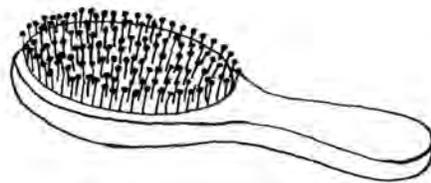
Children identify and colour all of the objects that begin with the letter 'b'.

Name: _____ Date: _____

Trace over

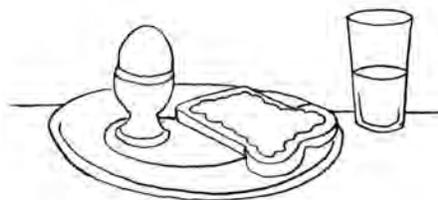
Here is a brush.

Look at me!



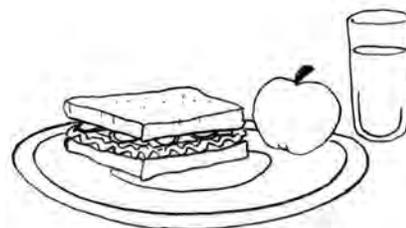
Here is my breakfast.

Look at me!



Here is my lunch.

Look at me!

**Main teaching focus**

Writing: Handwriting/letter formation.

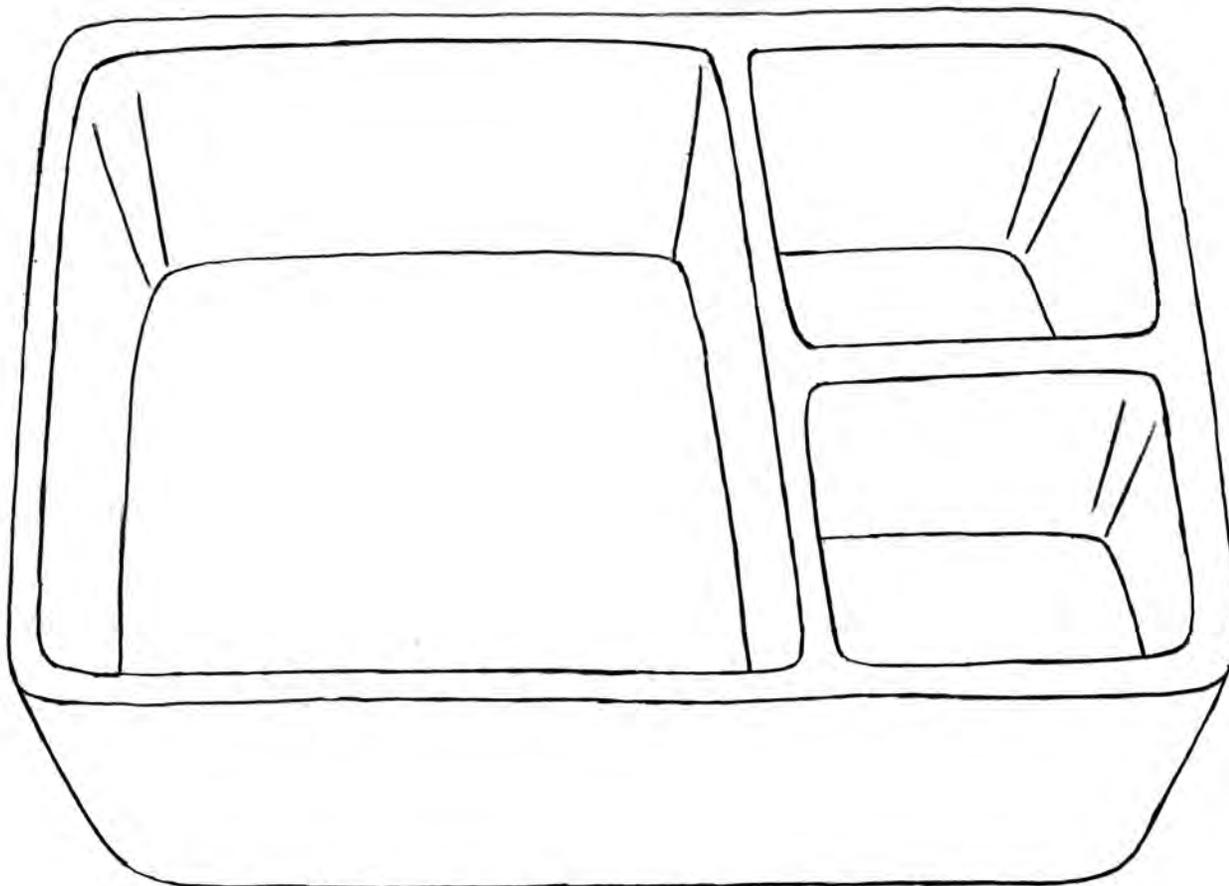
Teacher's notes

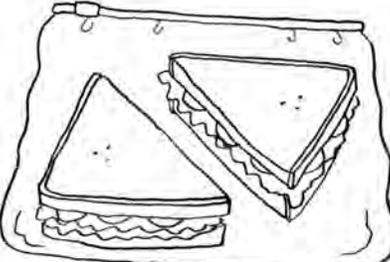
Using a pencil, children trace over the sentences from the text.

Name: _____ Date: _____

My lunch box

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



 apple	 bottle of water	 orange	 grapes	 fruit drink
 banana		 sandwich		
 crackers				

Main teaching focus

English Language Learners/Oral language development.

Teacher's notes

Children colour and cut out the pictures of items that they have in their lunch box, then paste them in the lunch box above.

Up Here



Level: I Fiction Word count: 56 Text type: Narrative

High-frequency words introduced: am, here, I, said, the, up

Programme links: *Up Here* E-Book, Digital Poster 'Bloop Bloop'

Curriculum link: pets/animals, environment

Sentence structure: "I am up here," said the _____.

Story summary: Lots of animals join the monkey up in a tree, even a snake!

Tuning in

- Discuss the concept of 'up'. Ask, *What does 'up' mean?* Ask children to stand up. Ask them to point to things in the classroom that are 'up'.
- Play a 'Simon Says'-type game using the word 'up'. Say, *When I say 'up', quickly stand up and when I say 'down', quickly sit down.*
- Ask, *What animals can you find up in a tree?* List and illustrate.

Book walk

- Introduce the story. Give each child a copy of the book. Discuss the cover illustration.
- Read the title. Ask, *How many words are in the title? Can you see the word 'up'?* Children point to 'up'.
- Flip through each page, promoting language and discussion about the events and illustrations. Discuss how illustrations help us to understand the meaning of the story and to read unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3: Point to the word 'up'. Say, *This word is 'up'. What is 'up' in the tree? Where is the monkey? What does the monkey's face tell us about how it feels? Why do you think the monkey is up in the tree? How did the monkey get up the tree?*

pages 4–5: Point to the word 'up'. Say, *This word is 'up'. What new animal is up in the tree? Where is the bird? How did the bird get up the tree? What colour is the bird?*

pages 6–7: Point to the word 'up'. Say, *This word is 'up'. What new animal is up in the tree? Why do you think the spider is up in the tree? How did the spider get up the tree? How many legs does the spider have? What is holding the spider in the tree?*

pages 8–9: Point to the word 'up'. Say, *This word is 'up'. What new animal is up in the tree? Where is the butterfly? What is the butterfly doing? How did the butterfly get up the tree? What colours are the butterfly's wings?*

pages 10–11: Point to the word 'up'. Say, *This word is 'up'. What new animal is up in the tree? Where is the ant? Is the ant smaller or bigger than the butterfly? How did the ant get*

up the tree? If you were an ant, would climbing up the tree make you tired?

pages 12–13: Point to the word 'up'. Say, *This word is 'up'. What new animal is up in the tree? What colour is the frog? Is the frog smaller or bigger than the ant?*

pages 14–15: Point to the word 'up'. Say, *This word is 'up'. What new animal is up in the tree? What is the caterpillar doing? What are the other animals doing? Where are the other animals? What do you think might happen next? Look at the word 'caterpillar'. Can you find a small word in the word 'caterpillar'?*

page 16: Ask, *What new animal is up in the tree? How did the snake get up the tree? What are the other animals doing? What do the bird's face and wings tell us about how it is feeling? What does the frog's face tell us about how it is feeling? Why did all of the animals move out of the tree? How do you think the snake is feeling?*

Reading the text

- Get children to read out loud. Focus on meaning, structure and visual cues. Stop at any words the children are having difficulty with and discuss decoding strategies. Look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Talk about the phrase 'I am up here' and ask the children to find these words on each page. Turn to page 14 and say, *Look at the word 'caterpillar'. Look at the picture—who do you think is talking? Point to the word 'caterpillar'. Say, This word starts with 'c'. Can you see a picture of an animal that has the sound 'c'? Are there any small words in 'caterpillar' that can help us to read the word?*
- Have the children relate the text to their own experiences. Ask, *Have you ever seen a monkey? Where have you seen a monkey? Was it in a tree or on the ground? Continue for the other animals.*
- Ask, *Why do you think the animals ran away from the snake?*
- Children summarise the story in their own words. Ask, *Can you tell me what happened in the story?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- *Sequencing*: Children sequence the events in beginning, middle and end order. Ask, *What happened at the beginning of the story? What happened in the middle? What happened at the end of the story?* Children complete **PW 13** (page 23), colouring and cutting out the pictures and pasting them in the boxes in the order they occurred.
- *Comparing and contrasting*: Look at the picture of the butterfly in the book. Say, *This animal has wings. Do you know of any other animals that have wings?* Children suggest other animals that have wings, as well as some that don't. As a class, put this information into a table with the headings 'Wings' and 'No wings'. Ask children to complete **PW 14** (page 24), colouring and cutting out the animals, then pasting them into the 'Wings/No wings' chart.

Phonological awareness/Graphophonics

- Look at pages 2–3 and point to the word 'monkey'. Say, *This word is 'monkey'. What letter does it begin with? What sound does the letter 'm' make?* Go through the text and ask the children to identify the initial letters/sounds for each animal.

Vocabulary

- *Visual recognition of high-frequency words*: Focus on the shape and sounds of the introduced high-frequency words. Write 'I', 'am', 'up', 'here', 'said' and 'the' on separate cards. Say, *We are going to look for the words 'I', 'am', 'up', 'here', 'said' and 'the'.* Cover one of these words on each page and read out the text on the page. Ask, *What word is being covered up?* Children find the word that is missing and put the card in the correct place. Say, *Let's read the sentence together. Does it make sense with the new word?* Remove the card and see if the children found the correct word.
- *Prepositions*: Say, *Point up/down/to something that is behind you/to something that is in front of you/to something that is next to you.* Look at pages 6–7. Ask, *Is the bird next to or behind the monkey?* Look at pages 8–9. Ask, *Which animal is next to the spider?* Do the same for all of the pages.

Fluency

- Introduce the concept of 'reading like talking'. Model how to read the story with fluency. Show children how it would sound if they read with no fluency.
- Point out how to group words together to create natural phrasing, like speech, e.g. "I am up here,"/said the spider. Choose children to act out the story, repeating the sentences in this way.

Text conventions

- *Features of a sentence—identifying words*: Look at the front cover. Ask, *How many words can you see? Let's count them.* Turn to pages 2–3. Ask, *How many words can you see? Let's count them. Are there more words on pages 2 and 3 than on the front cover? Do all of the pages have the same number of words? Count the words on each page.*
- *Full stops*: Look at the placement of the full stops. Say, *A full stop must be at the end of a sentence. They tell us to take a breath when we are reading. Let's count the full stops.*
- *Speech marks*: Introduce talking marks. Explain that they show us who is talking in the story. Role-play the story with individual children each reading a page in the voice of the animal that is speaking.

Writing

- Make an 'Up here' class book. Give each child a piece of A4 paper on which is written: "I am up here!" said the _____. Brainstorm names of animals that could be up in a tree. Have each child choose an animal and write its name on the page. They can then draw their animal up in a tree. Staple all the pages together to make the class book.

► English Language Learners

- Children make and decorate animal masks. Give each child a paper plate. Cut out holes for the eyes. Use feathers, felt, coloured paper and pens to decorate. Children role-play the events in the story, repeating the words of the characters.
- Children make their own spider using **PW 15** (page 25). Photocopy the spider on to black or brown paper. Children cut out the body parts, paste four legs on each side of the body and stick on (or draw) two googly eyes. Draw out vocabulary related to the spider, e.g. 'body', 'legs', 'eight legs', 'eyes', 'scary', 'hairy', 'web'.

► 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 205)

Name: _____

Date: _____

Sequencing pictures

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

Beginning	Middle	End
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Main teaching focus

Comprehension: Sequencing events in the text.

Teacher's notes

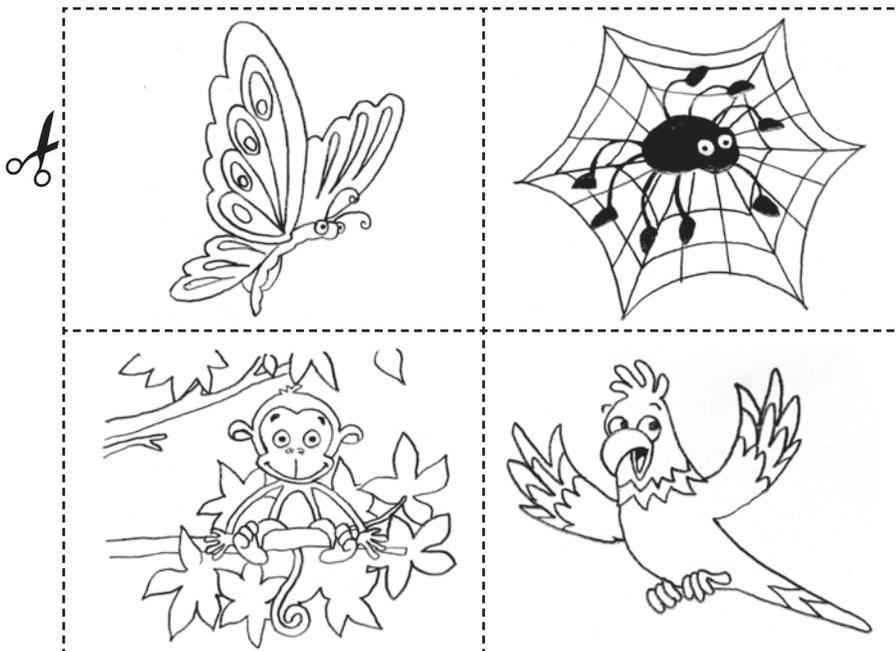
Children colour and cut out the pictures and paste them in the boxes in the order they occur in the text.

Name: _____ Date: _____

Wings or no wings

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

Wings	No wings



Main teaching focus

Comprehension: Comparing and contrasting.

Other teaching focus

Oral language development: Animal names.

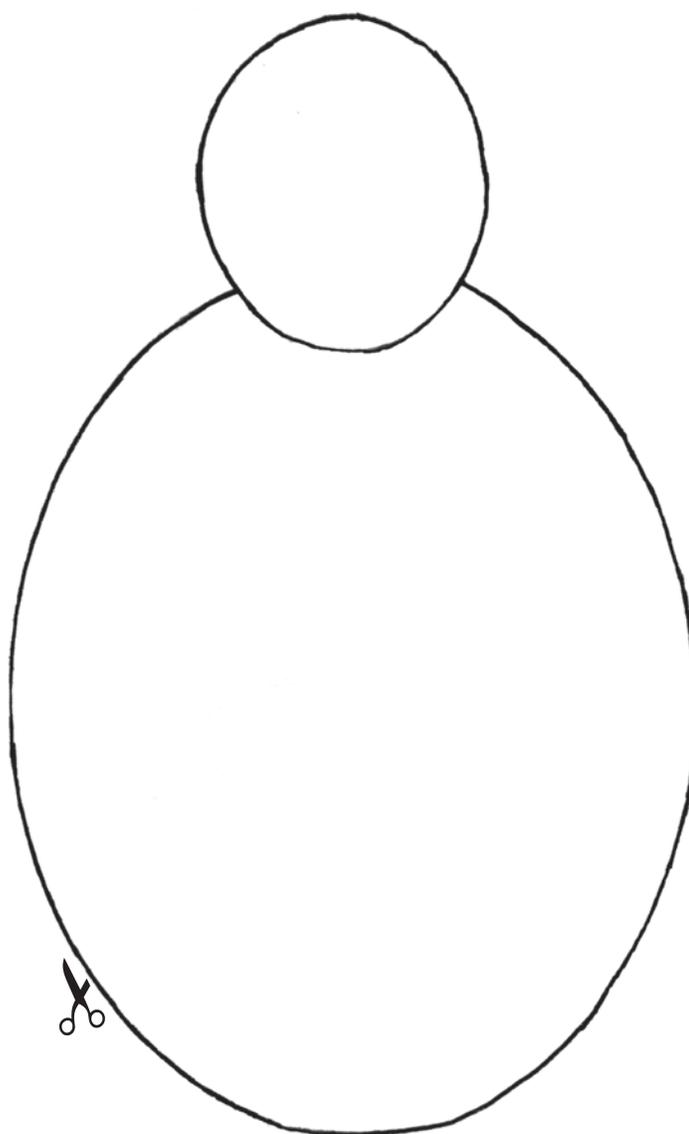
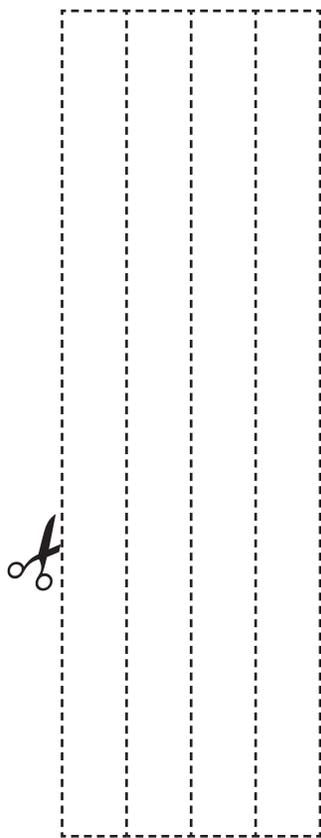
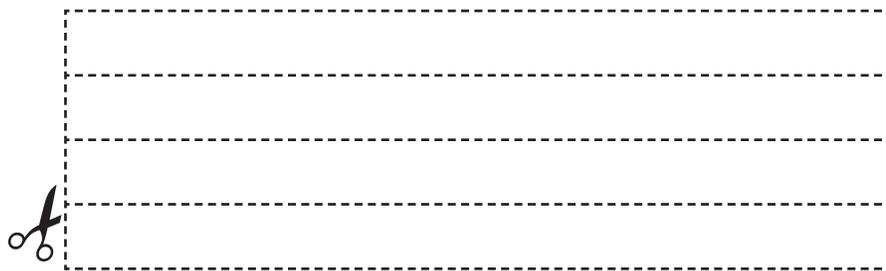
Teacher's notes

Children colour and cut out the pictures, then paste them in the correct column.

Name: _____ Date: _____

Make a spider

You will need: black or brown paper, pens or crayons, glue, googly eyes



Main teaching focus
English Language Learners.

Other teaching focus
Oral language development: Instructional language/art and craft-themed words (cut, paste, scissors, glue).

Teacher's notes
Children cut out the body parts. Fold in half and then paste four legs on each side of the body. Stick on two googly eyes (or use pens to draw on eyes). Decorate.

Art Fun

Level: 1

Fiction

Word count: 32

Text type: Narrative



High-frequency words introduced: here, is, The

Programme links: Art Fun E-Book

Curriculum link: me, school, creative play

Sentence structure: The _____ is here.

Story summary: Find out how a girl makes a picture using paper, a brush, paint, glue, a sun and a flower.
Then see where the bee lands!

Tuning in

- Provide children with art materials such as paper, brushes, paint and glue. Ask children to identify and name the materials. Ask, *What are these materials used for? When have you used these items? What artwork have you made using materials such as these?* Children brainstorm other art materials they know of.
- Ask children to describe how they make artwork. Ask, *If you were making a picture how would you make it? What would you need to do first/next?* Children role play making an art picture.

Book walk

- Introduce the story. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title?*
- Ask children to predict what the story will be about. Discuss the cover illustration. Ask, *What can you see? What picture has the girl made? How do you think she made the picture? What do you think she used the brush for? Where is the bee? What is the bee doing?*
- Flip through the book. Encourage discussions about the events and illustrations in the text. When discussing the story, use vocabulary from the text. Discuss how illustrations can help us understand the meaning of the story and assist us with reading unfamiliar words.

pp. 2–3 Ask, *Where is the girl?*
What do you think she is going to do?

pp. 4–5 Ask, *Where is the paper?*
What might she do with the paper?

pp. 6–7 Ask, *Where is the brush?*
What might she do with the brush?

pp. 8–9 Ask, *Where is the paint?*
What colour paint is she using?
Where is she putting the paint?
What do you think she is painting?

pp. 10–11 Ask, *Where is the glue?*

What do you think she is going to do with the glue?

pp. 12–13 Ask, *Where is the sun?*

Where has she put the sun?

How did she stick the sun to the paper?

pp. 14–15 Ask, *Where is the flower?*

Where has she put the flower?

How did she stick the flower to the paper?

p. 16 Ask, *Where is the bee?*

Where has the bee landed?

Why do you think the bee went on the picture?

Reading the text

- Get children to read out loud. 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.
- Stop at any words the 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 you work out the meaning of the word?*
- Talk about the repetitive sentence structure in the text: 'The _____ is here.' Children locate where these sentences occur in the text. Write sentences from the text onto strips of paper and then cut up the sentences to form cards (one word per card). Mix up the cards and get children to rearrange them to make the sentences.
- Children relate the text to their own experiences. Ask, *What pictures have you made? What different art materials have you used to make artwork?*
- Children summarise the story in their own words. Ask, *What happened in the story? What things did the girl use to make her picture? How did she make her picture? What happened at the end of the story?*

- Ask inferential questions such as: *Where do you think the girl is? Why do you think the girl chose these colours for her picture? Why do you think the bee landed on her picture?*

After reading

Focus specifically on meaning, structure and visual cues that children found difficult while reading. Focus on phrasing and repetitive flow of the text.

Choose from the following activities:

Comprehension

- Copy the sentence ‘The bee is here.’ onto cards (one word per card). As a group, read the sentence. Discuss how the words in the sentence need to be in order for the sentence to make sense. Mix up the cards and then ask the children to arrange them in the correct order. Write the sentence on another piece of paper so children can match the cards to the sentence if necessary. Repeat with other sentences from the text. Children complete **PW 16** (page 28).
- Copy sentences from the text onto a large piece of paper but leave out one word from each sentence, for example, *The paper is _____*. Read the sentence with the children and talk about how it doesn’t make sense with the word missing. Children figure out the missing word. Write ‘here’ in the sentence. Children reread the sentence to check for meaning. Repeat with other sentences from the text. Children complete **PW 17** (page 29).

Phonological awareness/Graphophonics

- Discuss how looking at the initial letter can assist with reading the word. Identify the word ‘paper’ and say, *This word starts with the sound ‘p’. What can you see in the illustration that starts with this sound?* Repeat with other words such as ‘brush’, ‘paint’, ‘sun’, ‘bee’ and ‘flower’.
- Say the words ‘brush’ and ‘bee’ to the children. Ask, *What do you notice about the beginning sounds of these words?* Discuss how they have the same beginning sound. Children locate the words in the text and identify the letter ‘b’ at the beginning of each word. Children brainstorm other words that begin with the ‘b’ sound. Repeat with the words ‘paper’ and ‘paint’.

Vocabulary

- *High-frequency words:* ‘here’, ‘is’, ‘The’. Write these words on flash cards and as a group, children practise reading these words.
- Write the high-frequency words on cards (two cards per word). Get children to play a game such as Concentration using the cards.
- Provide children with old magazines and newspapers.

Also provide children with highlighter pens and they look through the texts to search for the high-frequency words. Ask children to highlight the high-frequency words they find. Children complete **PW 18** (page 30).

Fluency

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

Text conventions

- *Uppercase and lowercase letters:* Discuss uppercase and lowercase letters with the children. Ask them to identify uppercase and lowercase letters in the text. Discuss how capital letters are used at the beginning of sentences.
- *Full stops:* Talk about how full stops are used at the end of sentences. Flip through the book and ask children to identify the full stops on each page. Copy sentences from the text onto paper but don’t record the full stops. Children read the sentences and record the full stop.

Writing

- Children draw a picture of a flower and a bee. They describe and discuss their drawings. Provide children with the sentence prompt: *The _____ is here*. They write sentences about the drawing using the sentence prompt if necessary.

► English Language Learners

- Provide children with a variety of art materials such as paint, paper, cardboard, glue, glitter, streamers and craft sticks. As a group, name and describe each item. Compare and contrast the items and discuss what they can be used for. Ask, *How are the paint and glue similar/different? What pictures could you make using these materials?* Encourage children to make a picture using the art materials. Encourage them to describe what they are doing as they are making their picture. Support children in using verbs such as ‘cutting’, ‘pasting’ and ‘painting’.

► Assessment

- Note the child’s responses, attempts and reading behaviours before, during and after reading.
- PWs 16, 17 and 18 completed
- Collect work samples, e.g. PW 16 could be kept in the child’s portfolio
- Complete Running Record (page 206)

Name: _____ Date: _____

Make a sentence

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

- Cut, match and paste the words to make a sentence.
- Draw a picture to match the sentence.

The bee is here.

--	--	--	--



is bee The here.

Main teaching focus

Comprehension: Matching words in a sentence.

Teacher's note

Children cut out the boxed words at the bottom of the page and paste each under the matching word in the sentence above. They then draw a picture of the bee on the flower to match the sentence.

Name: _____ Date: _____

Cloze

You will need: scissors, glue

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



The paint _____ here.



The _____ is here.



The flower is _____.



_____ bee is here.



here is sun The

Main teaching focus

Comprehension: Completing verbatim cloze with words given; reading text to make sure it makes sense.

Teacher's note

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

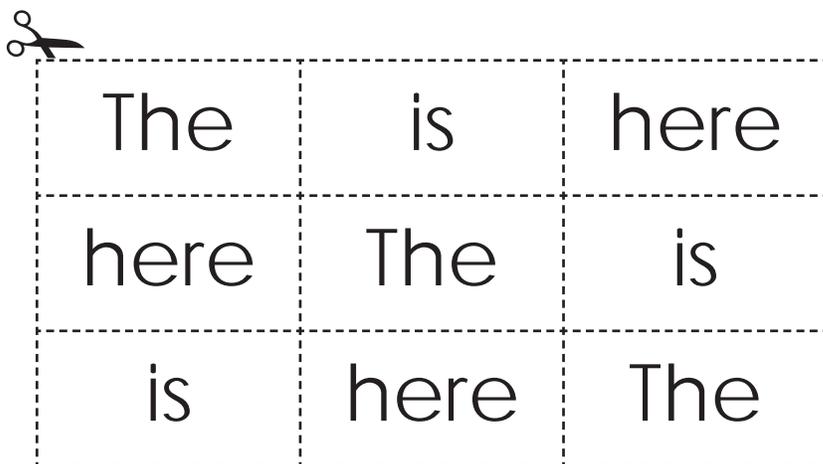
Name: _____ Date: _____

High-frequency word sort

You will need: scissors, glue

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

is	The	here



Main teaching focus

Vocabulary: Recognition of high frequency words.

Teacher's note

Children cut out the high-frequency words at the bottom of the page, sort and paste them under the identical word.

In the Sea

Level: 1 Fiction Word count: 42 Text type: Narrative



High-frequency words introduced: in, is, the, The

Programme links: *In the Sea* E-Book

Curriculum link: me/family, science, environment

Sentence structure: The _____ is in the sea.

Story summary: See all the things that are in the sea and discover the seahorse's new home.

Tuning in

- Discuss the sea. Talk about what the sea is, where you can see it and what lives and grows in the sea. Ask, *What animals live in the sea? What things might you see floating in the sea? What does the sea look like?*
- Discuss seahorses. Ask, *What type of animal is a seahorse? What do they look like? Where do they live? What do they do?* Provide children with pictures of seahorses and encourage them to describe the seahorses.

Book walk

- Introduce the story. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title?*
- Ask children to predict what the story will be about. Discuss the cover illustration. Ask, *What can you see? Where is Little Seahorse? Where is the flower? What other things might be in the sea?*
- Flip through the book. Encourage discussions about the events and illustrations in the text. When discussing the story, use vocabulary from the text. Discuss how illustrations can help us to understand the meaning of the story and assist us with reading unfamiliar words.

pp. 2–3 Ask, *Where is the bucket?*

pp. 4–5 Ask, *Where is the leaf?*

pp. 6–7 Ask, *Where is the stick?*

pp. 8–9 Ask, *Where is the flower?*

pp. 10–11 Ask, *Where is the boat?*

pp. 12–13 Ask, *Where is the rock?
What is happening to the rock?
Is the rock floating or sinking?*

pp. 14–15 Ask, *Where is the shell?
Where is the shell going?
Where might the shell land?*

p. 16 Ask, *Where has the seahorse made a new home?
Where did the rock and shell come from?*

Reading the text

- Get children to read the text out loud. 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.
- Stop at any words the 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 you work out the meaning of the word?*
- Talk about the repetitive sentence structure in the text: 'The _____ is in the sea.' Children locate where these sentences occur in the text. Write sentences from the text onto strips of paper and then cut up the sentences to form cards (one word per card). Mix up the cards and children rearrange them to make the sentences.
- Children relate the text to their own experiences. Ask, *What things might you see in the sea? What would you like to do if you went to the sea?*
- Children summarise the story in their own words. Ask, *What happened in the story? What things were in the sea? What did the seahorse do in the story? What happened in the beginning/middle/end?*
- Ask inferential questions such as: *What do you think happened to make the bucket tip over? How does the seahorse feel about her new home?*

After reading

Focus specifically on meaning, structure and visual cues that children found difficult while reading. Focus on phrasing and repetitive flow of the text.

Choose from the following activities:

Comprehension

- Children recall the things that were in the sea with Little Seahorse. Flip through pages of the text and discuss what was happening with the things in the sea. On a large piece of paper draw a picture of Little Seahorse in the sea. Children draw the other items that were in the sea with Little Seahorse. Children complete **PW 19** (page 33).
- Children draw pictures of the things that were in the sea (i.e. the bucket, leaf, stick, flower, boat, rock, shell). Copy sentences from the text onto strips of paper. Children read the sentences and match them with their drawings.

Phonological awareness/Graphophonics

- Discuss how looking at the initial letter can assist with reading the word. Identify the word 'bucket' and say, *This word starts with the sound 'b'. What can you see in the illustration that starts with this sound?* Repeat with other words such as 'stick', 'leaf' and 'boat'. Children complete **PW 20** (page 34).
- Say the word 'stick' to the children. Ask, *What sound can you hear at the beginning of the word? What sound can you hear at the end of the word?* Encourage children to say the word aloud to help them recognise the sounds. Repeat by selecting other words from the text such as 'rock' and 'boat'.

Vocabulary

- *High-frequency words:* 'in', 'is', 'the', 'The'. Write these words on flash cards and, as a group, children practise reading these words.
- Write the high-frequency words onto cards (two cards per word). Children play a game such as Concentration using the cards.
- Provide children with different coloured pens or crayons. They write the high-frequency words over and over in different colours to make 'rainbow words.' Ask children to read the words they write.

Fluency

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

Text conventions

- *Uppercase and lowercase letters:* Discuss uppercase and lowercase letters with the children. Ask them to identify uppercase and lowercase letters in the text. Discuss how capital letters are used at the beginning of sentences.
- *Full stops:* Talk about how full stops are used at the end of sentences. Flip through the book and children identify the full stops on each page. Copy sentences from the text onto paper but don't record the full stops. Children read the sentences and record the full stop.

Writing

- Children draw a picture of the sea. Ask, *What might be in the sea? What sea creatures could live in the sea?* They describe and discuss their drawings. Provide children with the sentence prompt: *The _____ is in the sea.* They write sentences about the drawing using the sentence prompt if necessary.

► English Language Learners

- As a group, brainstorm things that could be in the sea. Make a list of things such as 'fish', 'shark', 'dolphin', 'sand', 'seaweed', 'rocks', 'coral' and 'shells'. Provide children with pictures of these items if necessary. Children sort the items into different categories. For example, they could group together sea animals, big items, small items, things that float, or things that sink. Then children make an under the sea picture using **PW 21** (page 35).

► Assessment

- Note the child's responses, attempts and reading behaviours before, during and after reading.
- PWs 19, 20 and 21 completed
- Collect work samples, e.g. PW 19 could be kept in the child's portfolio
- Complete Running Record (page 207)

Name: _____ Date: _____

Recall

You will need: coloured pencils or crayons

- Draw pictures of what was in the sea with Little Seahorse.

**Main teaching focus**

Comprehension: Recalling events from the text.

Teacher's note

Children recall the objects that were in the sea with Little Seahorse and draw pictures of them in the sea.

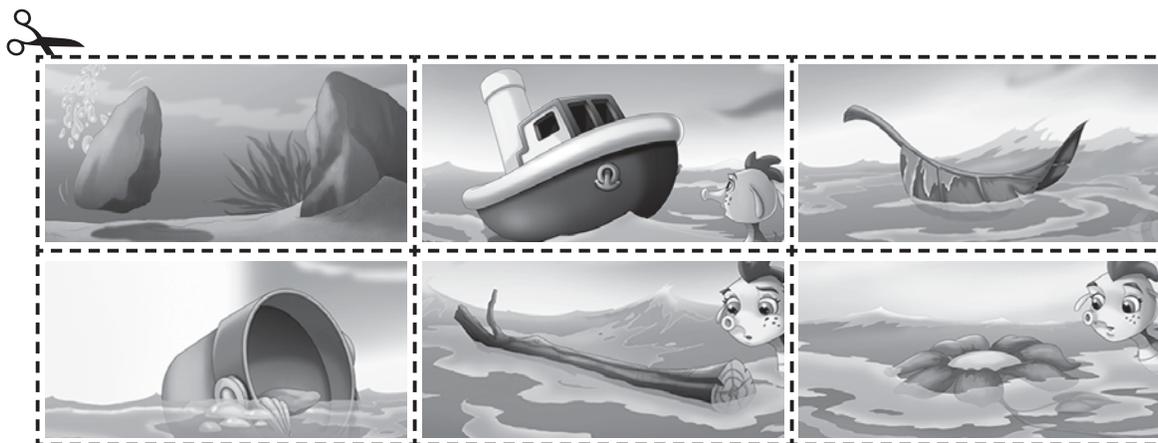
Name: _____ Date: _____

Letter sort

You will need: scissors, glue

- Cut out the pictures, match and paste them with the correct initial letter.

r	b
f	s
l	b



Main teaching focus

Graphophonics: Initial letter names/sounds.

Teacher's note

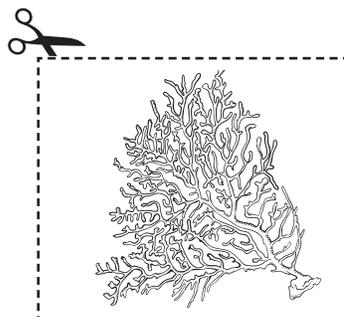
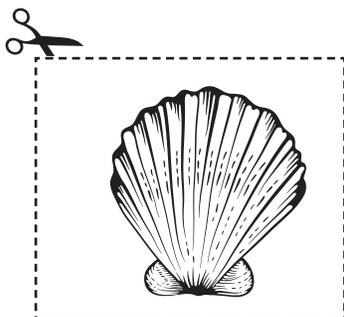
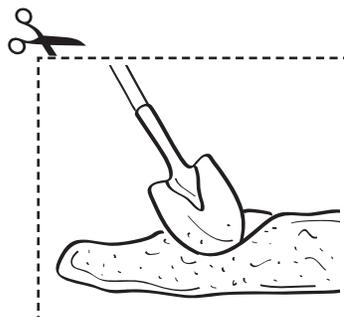
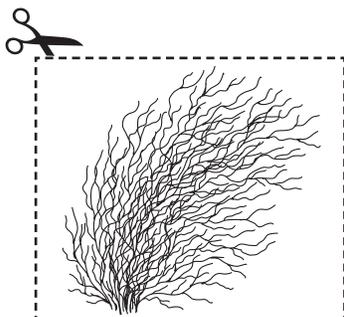
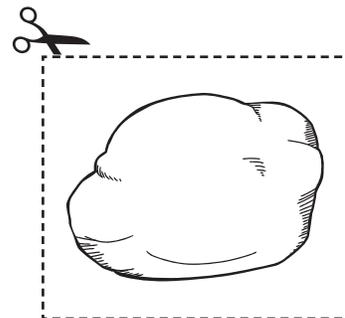
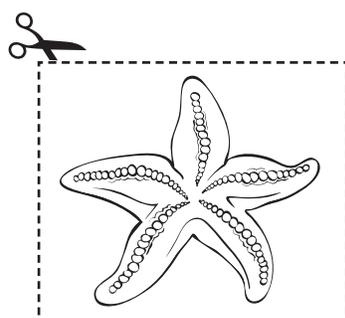
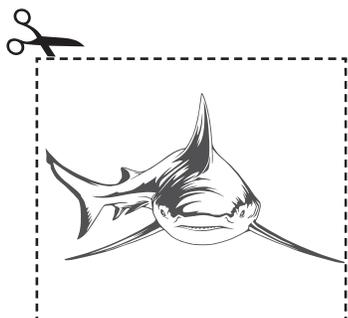
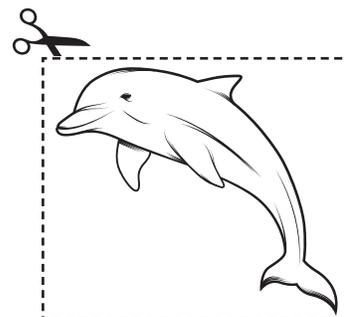
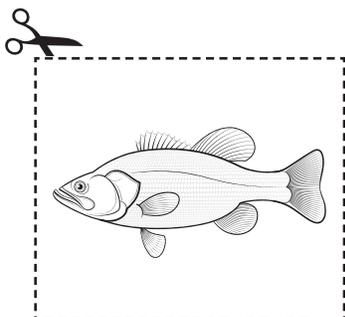
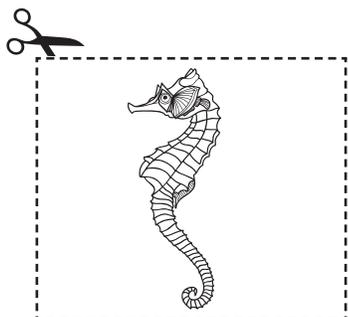
Children cut out the pictures, match and paste them with the correct letter according to their initial sound.

Name: _____ Date: _____

Under the sea

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

- Colour and cut out the pictures. Paste them onto paper to make an under the sea picture.



Main teaching focus

Oral language: Vocabulary development.

Teacher's note

Children colour and cut out the pictures. They then paste them on a piece of paper to make an under the sea scene. Children can add to their picture by drawing other sea animals.

The Monkey and the Ladybird



Level: 1 Fiction Word count: 28 Text type: Narrative

High-frequency words introduced: a, Here, is

Programme links: *The Monkey and the Ladybird E-Book*

Curriculum link: animals/bugs, environment

Sentence structure: Here is a _____.

Story summary: The monkey can see all the animals and then he sees the ladybird next to him in the tree.

Tuning in

- As a group, talk about monkeys. Ask children to describe what they look like, where they live, how they move, and what they eat. Ask, *What noises do monkeys make? How do monkeys move through the trees?*

Book walk

- Introduce the story. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title?*
- Get children to predict what the story will be about. Discuss the cover illustration. Ask, *What can you see? What do you think the monkey is going to do? Where is the ladybird?*
- Flip through the book. Encourage discussions about the events and illustrations. When discussing the story use vocabulary from the text. Discuss how illustrations can help us to understand the meaning of the story and assist us with reading unfamiliar words.
 - pp. 2–3 Ask, *What animal is here in the tree?*
 - pp. 4–5 Ask, *What animal is here with the monkey? Where is the ladybird? Can the monkey see the ladybird?*
 - pp. 6–7 Ask, *What animal is here with the monkey? Where is the ladybird? Can the monkey see the ladybird?*
 - pp. 8–9 Ask, *What animal is here with the monkey? Has the monkey noticed the ladybird?*
 - pp. 10–11 Ask, *What animal is here? Which animal has the monkey seen?*
 - pp. 12–13 Ask, *What animal is here in the tree with the monkey? Where is the ladybird? Why doesn't the monkey know the ladybird is on his head?*

pp. 14–15 Ask, *What animal is here with the monkey?*

p. 16 Ask, *What animals are looking at the monkey?*

Reading the text

- Get children to read the text out loud. 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.
- Stop at any words the 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 you work out the meaning of the word?*
- Talk about the repetitive sentence structure in the text: 'Here is a _____.' Children locate where this phrase occurs in the text.
- Children relate the text to their own experiences. Ask, *What wild animals have you seen? Have you ever had a ladybird crawling on you?*
- Children summarise the story in their own words. Ask, *What happened in the story?*
- Ask inferential questions such as: *Where do you think the animals are going? Why didn't the monkey see the ladybird at first? What other animals might live nearby?*

After reading

Focus specifically on meaning, structure and visual cues that children found difficult while reading. Focus on phrasing and repetitive flow of the text.

Choose from the following activities:

Comprehension

- Children recall the events of the text. Ask, *What happened in the beginning/middle/end of the story?* Draw a picture of a tree and river on a large sheet of paper. Children explain what happened in the story by drawing the characters in the book. Ask, *Where was the ladybird? When did the monkey notice the ladybird?* Children complete **PW 22** (page 38).
- Children each draw a picture of an animal from the text. On strips of paper, write sentences from the text such as *Here is a giraffe*. Children match the sentences with the animal in their drawing.

Phonological awareness/Graphophonics

- Discuss how looking at the initial letter can assist with reading the word. Identify the word 'monkey' and say, *This word starts with the sound 'm'. What can you see in the illustration that starts with this sound?* Repeat with other words such as 'zebra', 'ladybird', 'snake' and 'lion'. Children complete **PW 23** (page 39).
- Say the word 'snake' to the children. Ask, *What sound can you hear at the beginning of the word? What sound can you hear at the end of the word?* Encourage children to say the word aloud to help them recognise the sounds. Repeat by selecting other words from the text such as 'lion' and 'zebra'.

Vocabulary

- *High-frequency words:* 'a', 'Here', 'is'. Children locate these words in the text. Write these words on flash cards and, as a group, children practise reading these words. Children complete **PW 24** (page 40).
- Provide children with play dough and ask them to make the high-frequency words by moulding the letters with the play dough. Encourage the children to make them in both uppercase and lowercase letters.

Fluency

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

Text conventions

- *Uppercase and lowercase letters:* Discuss uppercase and lowercase letters with the children. Ask them to identify uppercase and lowercase letters in the text. Discuss how capital letters are used at the beginning of sentences.
- *Full stops:* Talk about how full stops are used at the end of sentences. Flip through the book and children identify the full stops on each page.

Writing

- Children draw a picture of animals in the wild. Explain to children that they may choose to draw different animals from those in the text. Provide the sentence prompt *Here is a _____*. Children copy and complete sentences to match their drawing. Encourage children to use sound-letter correspondence.

► English Language Learners

- Children discuss the title characters in the story, the monkey and the ladybird. Get them to use pens or crayons to draw their own picture of a monkey and a ladybird. Ask children to describe and name the different body parts of the monkey and the ladybird in their pictures.

► Assessment

- Note the child's responses, attempts and reading behaviours before, during and after reading.
- PWs 22, 23 and 24 completed
- Collect work samples, e.g. PW 22 could be kept in the child's portfolio
- Complete Running Record (page 208)

Name: _____ Date: _____

Recall the animals

You will need: coloured pencils or crayons

- Draw the animals that were in the tree and the river.

**Main teaching focus**

Comprehension: Recalling events from the text.

Teacher's note

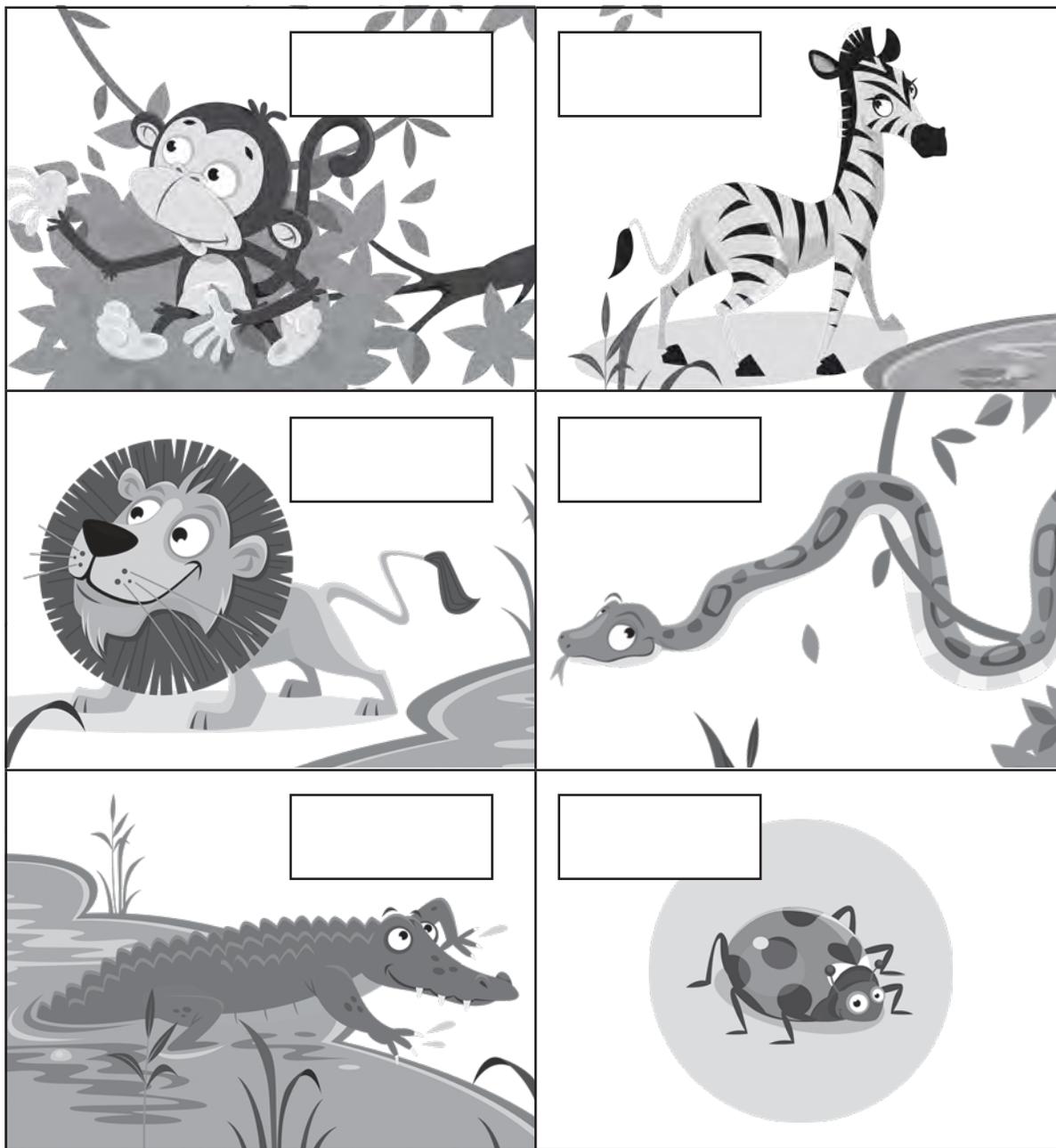
Children recall some of the animals that were in the text and draw pictures of them in the tree and river.

Name: _____ Date: _____

What sound?

You will need: scissors, glue

- Cut out the letters and then match and paste them with the correct picture.



Main teaching focus

Graphophonics: Initial letter names/sounds;
Phonemic awareness: Recognizing beginning sounds.

Teacher's note

Children cut out the letters at the bottom of the page, match and paste them with the correct picture according to their initial sound.

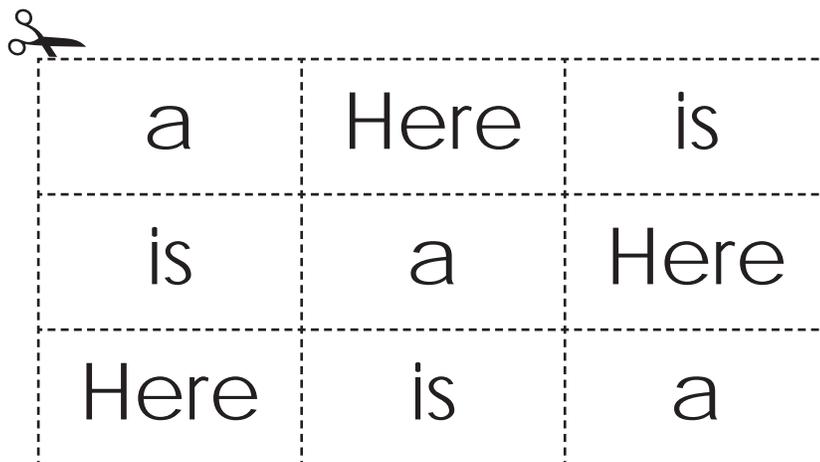
Name: _____ Date: _____

High-frequency word sort

You will need: scissors, glue

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

a	Here	is



Main teaching focus

Vocabulary: Recognition of high frequency words.

Teacher's note

Children cut out the high-frequency words at the bottom of the page, sort and paste them under the identical word.

Look at the Clouds



Level: 1

Fiction

Word count: 56

Text type: Narrative

High-frequency words introduced: at, Look, the

Programme links: *Look at the Clouds* E-Book

Curriculum links: pets/animals, science

Sentence structure: “Look at the clouds,” said the _____.

Story summary: All of the animals look at the clouds in the sky, and then it starts to rain.

.....

Tuning in

- Get children to discuss clouds. Talk about what clouds look like and what might happen when there are clouds in the sky. Ask children look at the sky and describe the clouds they see.
- Ask children think about animals that may live in a tree. Ask, *What animals or insects may have their home in a tree?* As a group, record a list of animals/insects that may live in a tree, such as birds, spiders, butterflies, caterpillars, bugs, ants and monkeys.

Book walk

- Introduce the story. Give each child a copy of the book.
 - Read the title. Ask, *How many words are in the title?*
 - Ask children predict what the story will be about. Discuss the cover illustrations. Ask, *What can you see? Where is the monkey? What is the monkey pointing at? Who else is in the tree? Why do you think they are looking at the clouds?*
 - Flip through the book. Encourage discussions about the events and illustrations in the text. When discussing the story, use vocabulary from the text. Discuss how illustrations can help us to understand the meaning of the story and assist us with reading unfamiliar words.
- pp. 2–3 Ask, *Who is in the tree? Who is looking at the clouds?*
- pp. 4–5 Ask, *Where is the bird? What is the bird looking at? What colour are the clouds?*
- pp. 6–7 Ask, *Where is the spider? What is the spider looking at?*
- pp. 8–9 Ask, *Who else is in the tree? What is the butterfly looking at? What colour are the clouds?*
- pp. 10–11 Ask, *Where is the ant? What is the ant looking at? What colour are the clouds? Why are the clouds becoming darker?*

- pp. 12–13 Ask, *Where is the bug? What is the bug looking at? Where is the rain coming from? Are the animals and insects happy?*
- pp. 14–15 Ask, *Where is the caterpillar? What is the caterpillar looking at? What colour clouds are in the sky? Why is it raining heavily now?*
- p. 16 Ask, *Where is the frog? Can the frog see the clouds? What is the frog doing? Why is there a puddle on the ground? Why do you think the frog is happy?*

Reading the text

- Get children to read the text 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.
- Stop at any words the 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 you work out the meaning of the word?*
- Talk about the repetitive sentence structure in the text: “Look at the clouds!” said the _____. Get children to locate where these sentences occur in the text. Write sentences from the text onto strips of paper and then cut up the sentences to form cards (one word per card). Mix up the cards and get children to rearrange them to make the sentences.
- Get children to relate the text to their own experiences. Ask, *Have you seen clouds in the sky? What has happened when you have seen big dark clouds?*
- Ask children to summarise the story in their own words. Ask, *What happened in the story? Who saw the clouds? What happened in the beginning/middle/end?*

- Ask inferential questions such as: *Why did the clouds change colour in the story? Why was the frog happy? Why do you think the animals and insects were under the tree when it started to rain? How do you think they felt when it started to rain?*

After reading

Focus specifically on meaning, structure and visual cues that children found difficult while reading. Focus on phrasing and repetitive flow of the text.

Choose from the following activities:

Comprehension

- Get children to recall the characters and events of the story. Ask, *Who saw the clouds in the story? What type of clouds did they see?* Draw a large tree on a piece of paper and ask children to draw pictures of the characters in the tree. Encourage children to also draw pictures of the clouds. Get children to complete **PW 25**.
- Write sentences from the text on strips of paper, such as: *“Look at the clouds!” said the monkey.* Ask children to read the sentences and then draw a picture to match on separate pieces of paper. Jumble up the sentences and pictures and get children to sort and re-match them. Turn the papers over so that the pictures and sentences are not showing, and play a memory game with them.

Phonological awareness/Graphophonics

- Discuss how looking at the initial letter can assist with reading the word. Identify the word ‘clouds’ and say, *This word starts with the sound ‘c’.* *What can you see in the illustration that starts with this sound?* Repeat with other words such as ‘monkey’, ‘bird’ and ‘ant’. Get children to complete **PW 26**.
- Say the word ‘bug’ to the children. Ask, *What sound can you hear at the beginning of the word? What sound can you hear at the end of the word?* Encourage children to say the word aloud to help them recognise the sounds. Repeat by selecting other words from the text such as ‘bird’ and ‘cloud’.

Vocabulary

- *High-frequency words:* ‘at’, ‘Look’, ‘the’. Write these words on flash cards and, as a group, ask children to practise reading these words.
- Ask children to look through the text and identify the high-frequency words. Ask, *How many times can you find the words ‘at’, ‘Look’ and ‘the’? Where else might you see these words?* Get children to complete **PW 27**.

- Provide children with different coloured marker pens or crayons. Encourage them to write the high-frequency words over and over in different colours to make ‘rainbow words’. Ask children to read the words they write.

Fluency

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

Text conventions

- *Uppercase and lowercase letters:* Discuss upper- and lowercase letters with the children. Ask them to identify upper- and lowercase letters in the text. Discuss how capital letters are used at the beginning of sentences.
- *Full stops:* Talk about how full stops are used at the end of sentences. Flip through the book and get children to identify the full stops on each page. Copy sentences from the text onto paper, but don’t record the full stops. Get children to read the sentences and record the full stop.

Writing

- Get children to draw a picture of clouds in the sky. Ask them to describe and discuss their drawing. Encourage them to write a sentence about their picture. Support children in using high-frequency words and sound–letter correspondence as they compose their text.

English Language Learners

- As a group, talk about the weather. Ask, *What different types of weather can we have? What was the weather like in the story?* Make a list of words relating to weather, such as sunny, cloudy, hot, cold, rainy, windy and snowy. Discuss how the weather can be different on different days. Ask children to draw a weather picture and encourage them to describe their drawing using the weather vocabulary.

Assessment

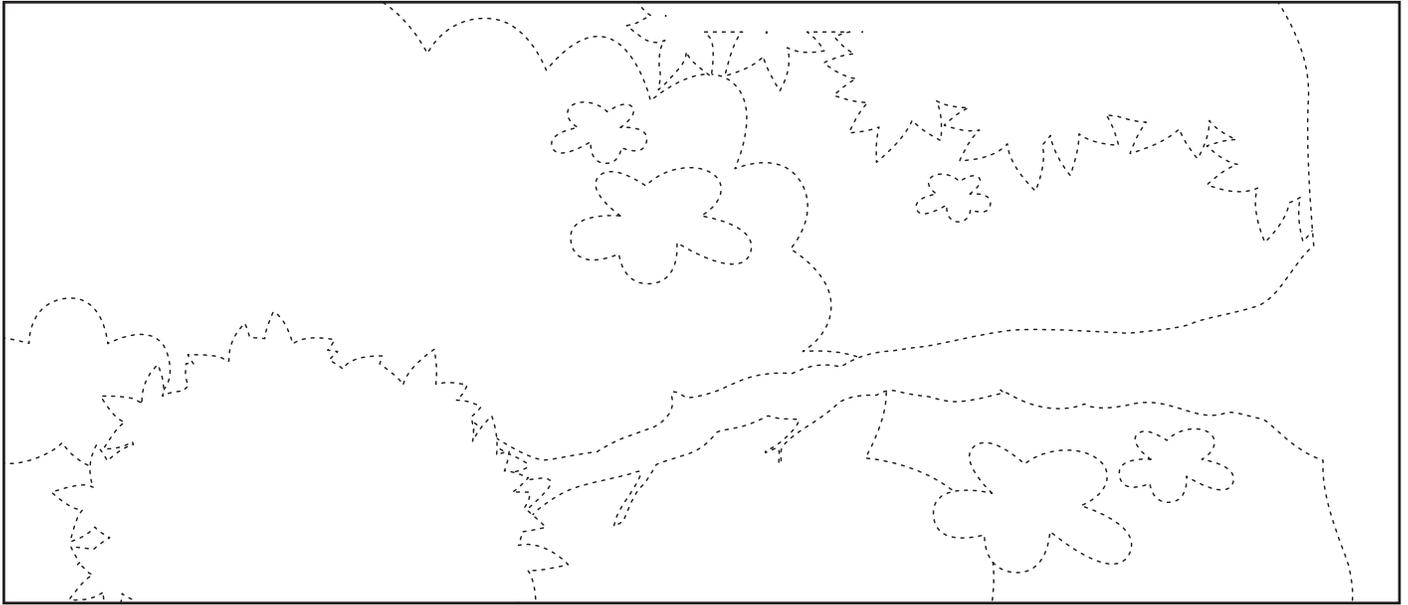
- Note the child’s responses, attempts and reading behaviours before, during and after reading.
- PW 25, 26 and 27 completed
- Collect work samples, e.g. PW 25 could be kept in the child’s portfolio
- Complete Running Record (page 209)

Name: _____ Date: _____

Character recall

You will need: coloured pencils

- Draw the characters from the story in the picture.
- Trace over the sentence.



Look at the clouds!

Main teaching focus

Comprehension: Recalling characters from the text.

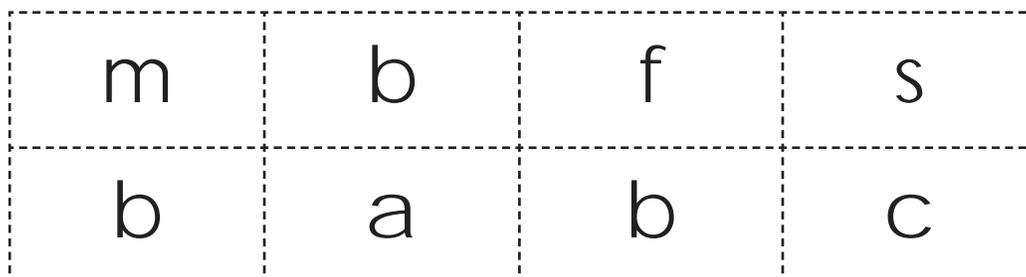
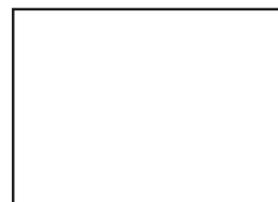
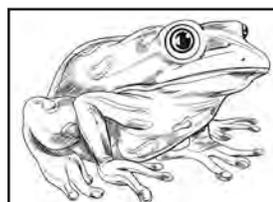
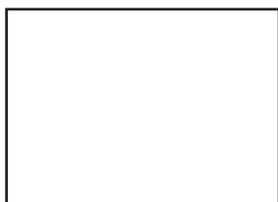
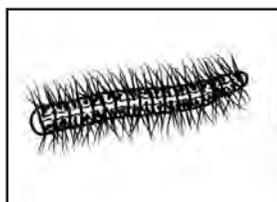
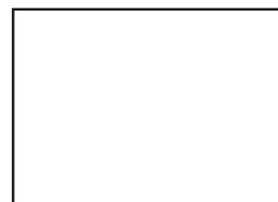
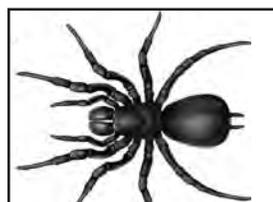
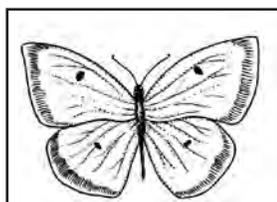
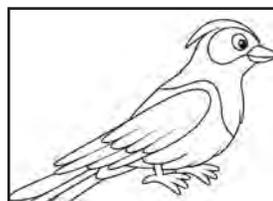
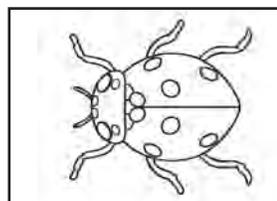
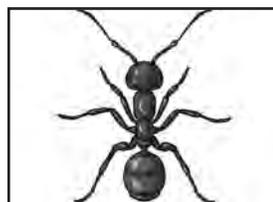
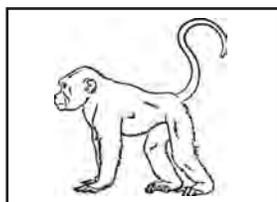
Teacher's note

Children draw pictures, on the tree, of the characters from the story. Then they trace over the sentence at the bottom of the page.

Name: _____ Date: _____

Picture and letter match

- Cut out the letters.
- Match and paste them next to the picture that begins with that letter.



Main teaching focus

Graphophonics: Initial letter names/sounds

Teacher's note

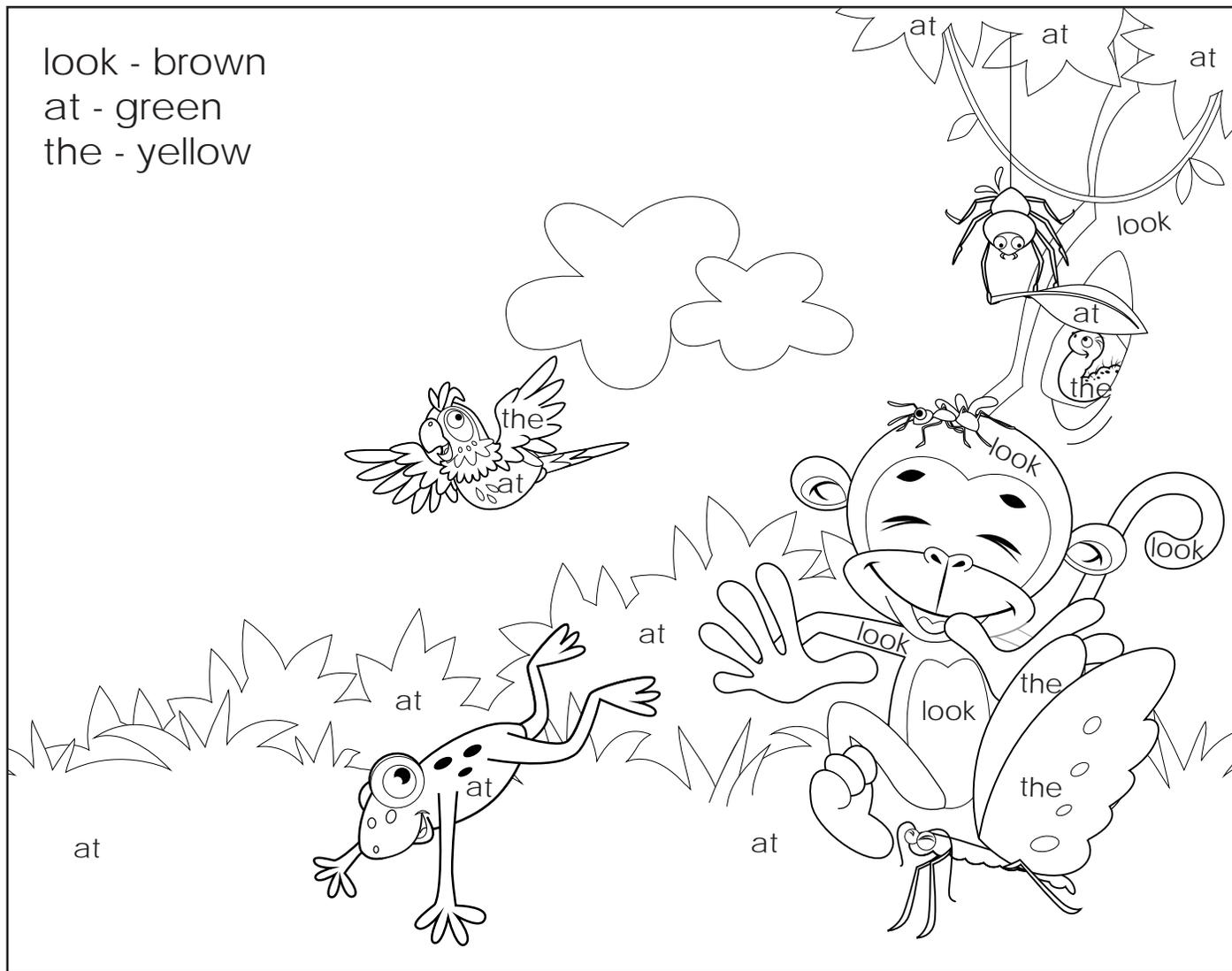
Children cut out the letters at the bottom of the page. Then they match and paste them with pictures that begin with that letter.

Name: _____ Date: _____

High-frequency word colouring

You will need: coloured pencils

- Find the high-frequency words in the picture.
- Colour the picture to match the high-frequency word code.



Main teaching focus:

Vocabulary: Visual recognition of high-frequency words

Teacher's note:

Children complete the picture by identifying the high-frequency words. If they find 'Look', they colour that part of the picture brown. If they find 'at', they colour that part of the picture green. If they find 'the', they colour that part of the picture yellow.

My Family and Me

Level: 1

Fiction

Word count: 32

Text type: Narrative

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

High-frequency words introduced: at, Look, my

Programme link: *My Family and Me* E-Book

Curriculum link: me/family

Sentence structure: Look at my _____.

Story summary: Find out about everyone in Dragon's family. See how he helps different people in his family, too.



Tuning in

Get children to talk about who is in their family. Ask, *How many people are in your family? Who do you live with in your house?* Ask children to count the number of people in their family and also describe the things they like to do with people in their family.

Book walk

- Introduce the story. Give each child a copy of the book.
 - Read the title. Ask, *How many words are in the title?*
 - Encourage children to predict what the story will be about. Discuss the cover illustrations. Ask, *What can you see? Who is Dragon with? Who do you think is in Dragon's family? What things might Dragon like to do with his family?*
 - Flip through the book. Encourage discussions about the events and illustrations in the text. When discussing the story, use vocabulary from the text. Talk about how illustrations can help us to understand the meaning of the story and assist us with reading unfamiliar words.
- pp. 2–3 Ask, *Who is Dragon with? What is his dad doing?*
- pp. 4–5 Ask, *Who is Dragon with? What is his mum doing? How is Dragon helping his mum?*
- pp. 6–7 Ask, *Who is Dragon with? What is his brother doing?*
- pp. 8–9 Ask, *Who is Dragon with? What is his sister doing?*
- pp. 10–11 Ask, *Who is Dragon with? What is his twin doing?*
- pp. 12–13 Ask, *Who is Dragon with? What is Dragon doing with his grandma?*
- pp. 14–15 Ask, *Who is Dragon with? What is his grandpa doing? How is Dragon helping his grandpa?*
- p. 16 Ask, *Who is in the picture? Who can you see in Dragon's family? Why do you think Dragon is happy?*

Reading the text

- Ask children to read the text 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.
- Stop at any words the 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 you work out the meaning of the word?*
- Talk about the repetitive sentence structure in the text: 'Look at my _____.' Ask children to locate where this sentence occurs in the text. Write sentences from the text onto strips of paper and then cut up the sentences to form cards (one word per card). Jumble up the cards and get children to rearrange them to make the sentences.
- Ask children to relate the text to their own experiences. Ask, *Who is in your family? What do you like to do with your family?*
- Encourage children to summarise the story in their own words. Ask, *What happened in the story? What things did Dragon do in the story? Who did we meet from Dragon's family?*
- Ask inferential questions such as: *How do you think Dragon feels when he does things with his family? How might Dragon help his brother and sister?*

After reading

Focus specifically on meaning, structure and visual cues that children found difficult while reading. Focus on phrasing and repetitive flow of the text.

Choose from the following activities:

Comprehension

- Ask children to recall the events of the story. Talk about who was in Dragon's family and encourage them to role play what Dragon liked to do with his family. Ask children questions about things Dragon did in the story and who he did them with. For example, ask, *Who did Dragon help in the garden? Who did Dragon go bike riding with?* Get children to complete **PW 28**.
- Copy sentences from the text onto a large piece of paper, but leave out one word from each sentence, e.g. *Look at my _____*. Read the sentence with the children and talk about how it doesn't make sense with the word missing. Encourage children to work out the missing word. Write 'dad' in the sentence. Ask children to reread the sentence to check for meaning. Repeat with other sentences from the text.

Phonological awareness/Graphophonics

- Discuss how looking at the initial letter can assist with reading the word. Identify the word 'dad' and say, *This word starts with the sound 'd'. What can you see in the illustration that starts with this sound?* Repeat with other words such as 'brother', 'mum', 'sister' and 'grandma'.
- Say the word 'twin' to the children. Ask, *What sound can you hear at the beginning of the word? What sound can you hear at the end of the word?* Encourage children to say the word aloud to help them recognise the sounds. Repeat by selecting other words from the text.

Vocabulary

- *High-frequency words: 'at', 'Look', 'my'*. Encourage children to locate these words in the text. Ask, *How many times can you find each word in the text?*
- Ask children to look at the letters in the high-frequency words. Encourage them to practise spelling the words and identify the letters each time they write the word. Get children to complete **PW 29**.
- Provide children with playdough. Ask them to make letters with the dough 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. Get children to practise reading the text to each other smoothly and without stopping.

Text conventions

- *Uppercase and lowercase letters*: Discuss upper- and lowercase letters with the children. Ask them to identify upper- and lowercase letters in the text. Discuss how capital letters are used at the beginning of sentences.
- *Full stops*: Talk about how full stops are used at the end of sentences. Flip through the book and get children to identify the full stops on each page.

Writing

- Encourage children to describe who is in their family. Also ask them to talk about what they do with different family members. Provide children with the sentence prompt 'Look at my _____.' Encourage children to use the sentence prompt to help them write sentences about who is in their family. Ask them draw pictures to match their writing.

English Language Learners

- Discuss how all families are different. Encourage children to share who is in their family and talk about how all families are special and unique. Get children to use **PW 30** to make puppets to represent the people in their family. Then encourage children to use the puppets to role play things they do with family.

Assessment

- Note the child's responses, attempts and reading behaviours before, during and after reading.
- PWs 28, 29 and 30 completed
- Collect work samples, e.g. PW 28 could be kept in the child's portfolio
- Complete Running Record (page 210)

Name: _____ Date: _____

Family recall

You will need: scissors, glue

- Cut out the pictures.
- Match and paste the family members with the correct activity.



Main teaching focus

Comprehension: Recalling characters from the story.

Teacher's note

Children cut out the pictures of Dragon's family members and paste them next to the correct activity they did with Dragon.

Name: _____ Date: _____

High-frequency word spelling

- Cut out the letters.
- Match and paste under the high-frequency words.

L	o	o	k

a	t

m	y

k	o	t	L
m	a	o	y

Main teaching focus

Vocabulary: Visual recognition of high-frequency words.

Teacher's note

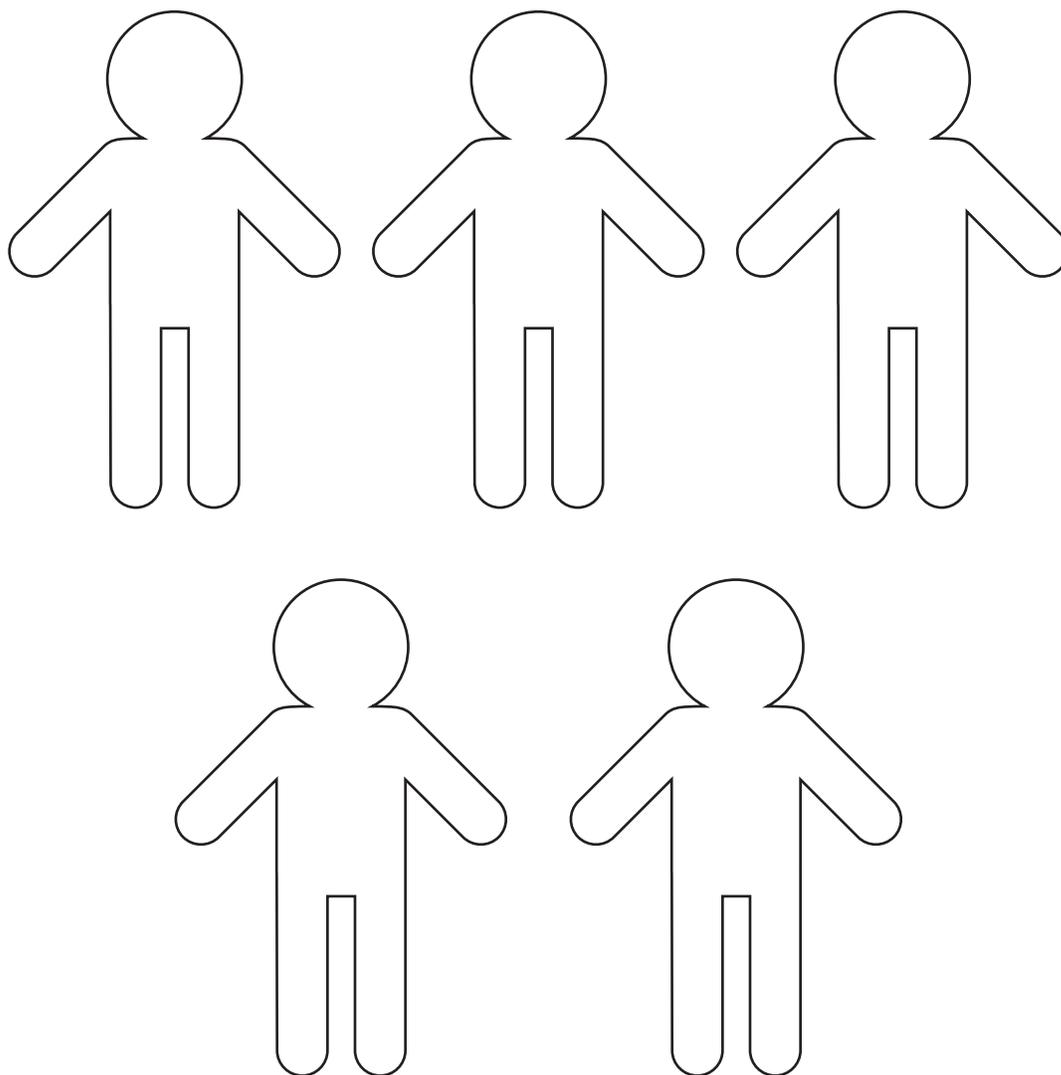
Children cut out the letters at the bottom of the page. Then they match and paste them to spell the high-frequency words.

Name: _____ Date: _____

My family puppets

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

- Decorate the people to show who is in your family.
- Cut out the people. Use tape to attach a craft stick to the back of each person to make a puppet.
- Use the puppets to role play what you do with your family.

**Main teaching focus:**

Oral language: Vocabulary development
– ‘my family’

Teacher’s note:

Children colour and decorate the people to show who is in their family. Then they cut out the outlines and attach a craft stick to the back of each person to make puppets. Children can then use the puppets to role play what they do with their family.

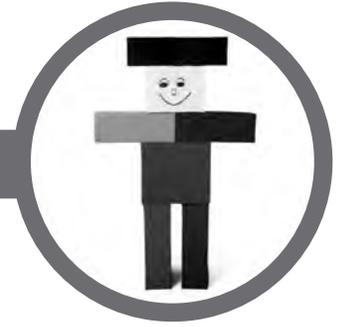
Here is a Robot

Level: I

Non-fiction

Word count: 39

Text type: Procedural



High-frequency words introduced: a, here, is

Programme links: *Here is a Robot* E-Book, Digital Poster 'I Can Sing a Rainbow'

Curriculum link: creative play

Sentence structure: Here is a _____.

Text summary: A girl uses different coloured boxes to make a robot.

Tuning in

- Discuss the concept of 'here is'. Hold up a book and ask, *What does it mean if I say 'Here is a book'? Can you see the book?* Pick up a variety of classroom objects. Say, *Here is a pencil. Here is a ruler. Here is a chair.* Ask the children to repeat.

Book walk

- Introduce the book. Give each child a copy of the book. Discuss the cover illustration.
- Read the title. Ask, *How many words are in the title? Let's count them.*
- Flip through the book. Encourage discussion about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and to read unfamiliar words. Discuss the facial expressions and hand gestures of the girl. When questioning, use vocabulary from the text.

pages 2–3: Point to the word 'Here'. (Note: present 'Here' with both an uppercase and a lowercase 'h'. Discuss the uppercase letter used at the beginning of a sentence.) Say, *This word is 'here'. What has the girl found? What colour is the box?*

pages 4–5: Point to the word 'Here'. Say, *This word is 'here'. What colour box has the girl got now? What does she do with the box?*

pages 6–7: Point to the word 'Here'. Say, *This word is 'here'. What colour box has the girl got now? What does she do with the box? What do you think the girl will do next?*

pages 8–9: Point to the word 'Here'. Say, *This word is 'here'. What colour box has the girl got now? Where does she put the box?*

pages 10–11: Point to the word 'Here'. Say, *This word is 'here'. What colour box has the girl got now? What does she do with the box? What does the girl's face tell us about how she is feeling?*

pages 12–13: Point to the word 'Here'. Say, *This word is 'here'. What colour box has the girl got now? What does she do with the box? What do you think the girl is making?*

pages 14–15: Point to the word 'Here'. Say, *This word is 'here'. What colour box has the girl got now? What does she do with the box? What do you think will happen next?*
page 16: Point to the word 'Here'. Say, *This word is 'here'. Here is a robot. What has the girl made? Does it look like a robot?*

Reading the text

- Get children to read out loud. Focus on meaning, structure and visual cues. Stop at any words the children are having difficulty with and discuss decoding strategies. Look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Talk about the phrase, 'Here is a'. Ask children to find these words on each page.
- Have the children relate the text to their own experiences. Ask, *Do you have boxes at home? What things come in boxes? What colours are boxes? Have you ever built anything out of boxes? Have you ever seen a robot?*
- Children summarise the text in their own words.

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- **Recall:** Ask, *Where did the girl put the green box? Where did the girl put the blue box? Where did the girl put the red box? Where did the girl put the purple box? Where did the girl put the pink box? Where did the girl put the yellow box? Where did the girl put the black box? What did the girl make?*
- **Sequencing:** Ask, *What did the girl do first? What did the girl do next? What did the girl do after she put the red box on? What did the girl do in the end?* Children complete **PW 31** (page 53), colouring, cutting out and pasting pictures in beginning, middle and end order.

Phonological awareness/Graphophonics

- Look at pages 2–3 and point to ‘green’. Say, *This word is ‘green’. It is the name of a colour. What letter does the word ‘green’ start with?* Children identify the letter ‘g’. Ask, *What sound does the letter ‘g’ make?* Go through the text and find all the colour words and identify the initial letters/sounds for each.
- *Uppercase and lowercase letters:* Look at pages 2–3 and point to the word ‘Here’. Say, *The word ‘Here’ has an uppercase letter and lowercase letters in it. Can you point to the lowercase letters? Can you point to the uppercase letter?* Children point to the different letters and say the letter names as they do. Continue for another three pages of the text.

Vocabulary

- *Colours:* Turn to pages 2–3 and point to ‘green’. Say, *This word is ‘green’. It is a colour. Can you find anything in our room that is green in colour?* Children point to green objects around the room. Turn to pages 4–5 and point to ‘blue’. Say, *This word is ‘blue’. It is a colour. Can you find anything in our room that is blue in colour?* Repeat for the other colours in the text.
- *Visual recognition of high-frequency words:* Focus on the shape and sounds of the introduced high-frequency words. Where a high-frequency word begins a sentence, distinguish between its uppercase and lowercase form. Ask children how many times they can find ‘is’, ‘Here’ and ‘a’ in the text. Go through the book, counting each time they find the words.
- Write the high-frequency words on separate cards. On long strips of paper, write the following sentences: ‘Here is _____ green box. Here _____ a yellow box. _____ is a blue box.’ Show one sentence and say, *Let’s read the sentence. The sentence should have five words in it but it has four. Which word is missing?* Children find the missing word and put it in the correct place. Continue with the other sentences.

Fluency

- Introduce the concept of ‘reading like talking’. Model how to read the story with fluency. Show children how it would sound if they read without fluency.
- Point to the sentence, ‘Here is a green box.’ Explain how punctuation marks show us when we need to stop or pause when we are reading. Model how to read the sentence, stopping at the end where the full stop

is. Choose children to act out the story, repeating the sentence and stopping in the correct place.

Text conventions

- *Features of a sentence—identifying words:* Look at the front cover. Ask, *How many words can you see? Let’s count them.* Turn to pages 2–3. Ask, *How many words can you see? Let’s count them. Are there more words on pages 2 and 3 than on the front cover?* Turn to pages 4–5. Ask, *How many words can you see? Let’s count them. Are there more words on pages 4 and 5 than on pages 2 and 3?* Turn to pages 6–7. Ask, *Are any of the words on pages 4 and 5 the same as those on pages 6 and 7? What words are the same? What words are different? The only word that is different on each page is the fourth word. Why is this word different?*
- *Full stops:* Look at the placement of the full stops. Say, *A full stop must be at the end of a sentence. Let’s count the full stops.*

Writing

- Children complete the tracing activity on **PW 32** (page 54).
- Make a ‘Here is a box’ class book. Write the sentence, ‘Here is a _____ box.’ on A4 paper and make a copy for each child. Children choose a colour and draw a box in that colour under the sentence. Help children to write the name of the colour in the space provided. Staple all the pages together to make the class book. Note: some children may be able to write the sentence unaided.

► English Language Learners

- Photocopy **PW 33** (page 55) onto coloured card. Children cut out the shapes and make a 2D version of the robot. Children can paste their robot onto a sheet of white paper.

► Assessment

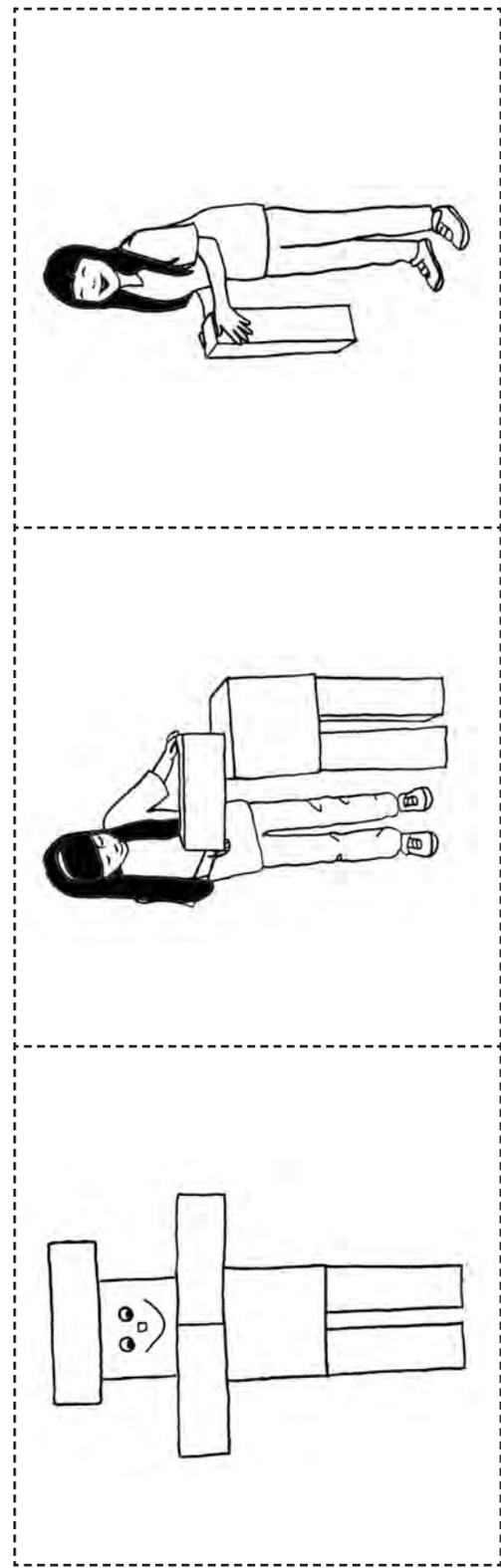
- PWs 31, 32 and 33 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 31 could be kept in the child’s portfolio
- Complete Running Record (page 211)

Name: _____ Date: _____

Sequencing pictures

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

Beginning	Middle	End
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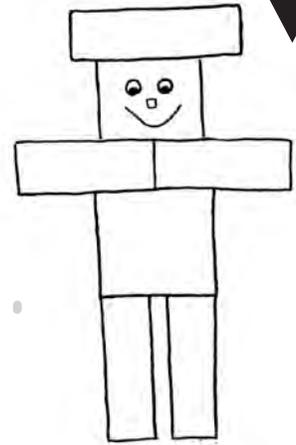


Main teaching focus
Comprehension: Recall events in the text. Sequencing events in beginning, middle and end order.

Teacher's notes
 Children colour and cut out the three pictures and paste them in the boxes in the order they occur in the story.

Name: _____ Date: _____

Trace over



Here is a robot.

Here is a green box.

Here is a blue box.

Here is a red box.

Here is a purple box.

Main teaching focus

Writing: Handwriting/letter formation.

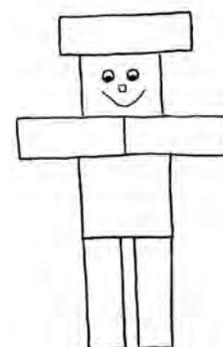
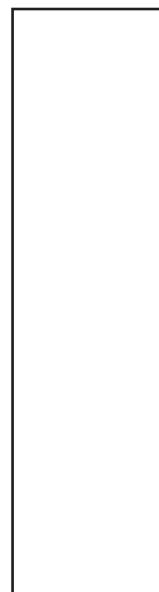
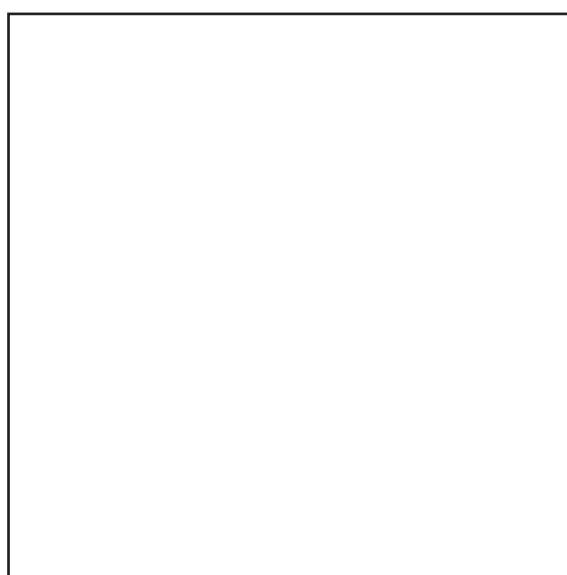
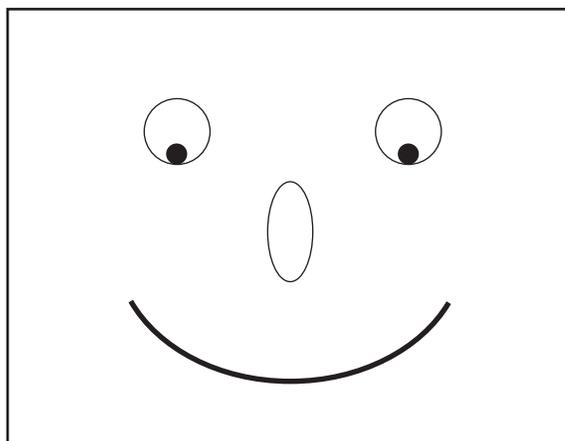
Teacher's notes

Using a pencil, children trace over the sentences from the text.

Name: _____ Date: _____

Make a 2D robot

You will need: scissors, glue, coloured card



Main teaching focus

English Language Learners: Following instructions. Comprehension: Recall.

Other teaching focus

Oral language development: Instructional language/art and craft-themed words (cut, paste, scissors, glue).

Teacher's notes

Children cut out the squares and rectangles on the page and use the picture of the completed robot to help them in making their own 2D robot.

My Toy Box

Level: 1 Non-fiction

Word count: 40

Text type: Explanation



High-frequency words introduced: here, is, look, my

Programme links: *My Toy Box* E-Book, Digital Poster 'Teddy Bear, Teddy Bear'

Curriculum link: me/family, creative play

Sentence structure: Here is my _____.

Text summary: A girl goes through her toy box and finds lots of toys to play with.

Tuning in

- Discuss the concept of 'look'. Ask, *What does 'look' mean? What do we use to look at objects? Point to your eyes. Say, Our eyes help us to look at objects. Look around the room. Ask, What are some things you can see around the classroom?*
- Ask, *What is a toy box? Does anyone have a toy box at home? What do you keep in your toy box?*

Book walk

- Introduce the book. Give each child a copy of the book. Discuss the cover illustration.
- Read the title. Say, *How many words are in the title? Let's count them.*
- Flip through the book. Encourage discussion about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and to read unfamiliar words. Discuss the facial expressions of the girl. When questioning, use vocabulary from the text.

pages 2–3: Point to the word 'Look'. (Note: present 'Look' with both an uppercase and a lowercase 'l'.

Discuss the meaning of the exclamation mark.) Say, *This word is 'look'. What has the girl got? Where did she get it?*

pages 4–5: Point to the word 'Look'. Say, *This word is 'look'. What has the girl got now? Where did she get it? Where is the teddy?*

pages 6–7: Point to the word 'Look'. Say, *This word is 'look'. What has the girl got now? Where did she get it? What does the girl's face tell us about how she is feeling?*

pages 8–9: Point to the word 'Look'. Say, *This word is 'look'. What has the girl got now? Where did she get it? What is the girl doing to the doll?*

pages 10–11: Point to the word 'Look'. Say, *This word is 'look'. What has the girl got now? Where did she get it? Where is the truck?*

pages 12–13: Point to the word 'Look'. Say, *This word is 'look'. What has the girl got now? Where did she get it? What colour is the monkey?*

pages 14–15: Point to the word 'Look'. Say, *This word is 'look'. What has the girl got now? Where did she get it? Is the snake long or short?*

page 16: Point to the word 'Look'. Say, *This word is 'look'. Who is with the girl now? What does Mum's face tell us about how she is feeling? What does the girl's face tell us about how she is feeling?*

Reading the text

- Get children to read out loud. Focus on meaning, structure and visual cues. Stop at any words the children are having difficulty with and discuss decoding strategies. Look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Talk about the phrase, 'Look! Here is my _____'. Ask children to find these words on each page.
- Have the children relate the text to their own experiences. Ask, *Do you have a toy box at your house? Do we have a toy box in the classroom? What do you keep in your toy box? Do you have a toy truck? Do you have a toy doll? What is the doll's name? What different toys do you have at home?*
- Children summarise the text in their own words. Ask, *Can you tell me what happened in the book?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- **Recall:** Ask, *What different toys did the girl take out of her toy box? Children recall the toys. Make a list.*
- **Inferring:** Ask, *What toy do you think was the girl's favourite toy? What makes you think this? Why do you think Mum came to see the girl? What do you think the girl and her mum are going to do next? Discuss different answers given by the children.*
- **Sequencing:** Sequence the events in first, next and last order. Ask, *What was the first toy the girl took out of her toy box? What was the next toy the girl took out of her toy box? What was the last toy the girl took out of her toy box? Children complete PW 34 (page 58), colouring, cutting out and pasting pictures from the text in the boxes in first, next and last order.*

Phonological awareness/Graphophonics

- Look at the different toys in the book. Look at pages 2–3 and point to the teddy. Ask, *What letter does ‘teddy’ begin with? What sound does ‘t’ make?* Go through the text and identify the initial letters of all of the toys. Children complete **PW 35** (page 59), colouring the toys and then cutting out and pasting (into the boxes) the letter that each toy starts with.
- Look at pages 4–5. Point to the word ‘duck’. Say, *This word is ‘duck’. Let’s say ‘duck’ together. ‘Duck’ ends in ‘uck’.* Look at pages 6–7. Point to the word ‘truck’. Say, *This word is ‘truck’. ‘Truck’ ends in ‘uck’. Can you hear the same sound in ‘duck’ and ‘truck’? Both words end in ‘uck’. These words rhyme because they both end in ‘uck’. Can you think of any other words that end in ‘uck’?* (truck/luck/duck/muck). Brainstorm words and display them.

Vocabulary

- *Visual recognition of high-frequency words:* Focus on the shape and sounds of the introduced high-frequency words. Where a high-frequency word begins a sentence, distinguish between its uppercase and lowercase form. Ask children how many times they can find ‘Look’, ‘Here’, ‘is’ and ‘my’ in the text. Go through the book, counting each time they find the words.
- Write on the board: ‘Look! Here is my doll.’ Cover up one high-frequency word. Say, *Let’s read this sentence. There is one word missing. Which word do you think is missing?* Read the sentence together and see if the children can identify the missing word. Repeat by covering up another high-frequency word.

Fluency

- Introduce the concept of ‘reading like talking’. Model how to read the story with fluency. Show children how it would sound if they read with no fluency.
- Point to the sentence, ‘Look! Here is my _____.’ Explain how punctuation marks show us when we need to stop or pause when we are reading. Model how to read the sentence, stopping after ‘Look!’ where the exclamation mark is. Discuss how children should read that word and why we say the word with emphasis. Choose children to act out the story, repeating the sentence and stopping at the exclamation marks and full stops.

Text conventions

- *Features of a sentence—identifying words:* Look at the front cover. Ask, *How many words can you see? Let’s count them.* Turn to pages 2–3. Ask, *How many words can you see? Let’s count them. Are there more words on pages 2 and 3 than on the front cover?* Turn to pages 4–5. Ask, *How many words can you see? Let’s count them. Are there more words on pages 4 and 5 than on pages 2 and 3?*
- *Exclamation marks:* Turn to pages 2–3 and point to the exclamation mark. Say, *This is an exclamation mark. This is here because something important is being said. The girl is saying, “Look!” She really wants people to look at her. Let’s count how many exclamation marks we can find in the book.*
- *Full stops:* Look at the placement of the full stops. Say, *A full stop must be at the end of a sentence. Let’s count the full stops.*

Writing

- Make individual ‘My toy box’ books. Fold four pieces of A4 paper in half from top to bottom. Staple down the folded side. On the front cover write ‘My toy box.’ On the top of each subsequent page write: ‘Look! Here is my teddy/duck/truck/doll/car/monkey/snake/mum.’ Children trace over the sentence and draw a picture of what is on each page. Note some children may be able to write their own sentences using a model on the board.

► English Language Learners

- Look at pages 8–9. Point to the picture of the doll. Say, *This is the girl’s doll. We are going to make our own doll.* Photocopy **PW 36** (page 60) onto paper—one for each child. Children cut out the face and decorate it using brown wool for the hair, googly eyes and coloured paper for the other facial features. Display the dolls around the room.

► 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 35 could be kept in the child’s portfolio
- Complete Running Record (page 212)

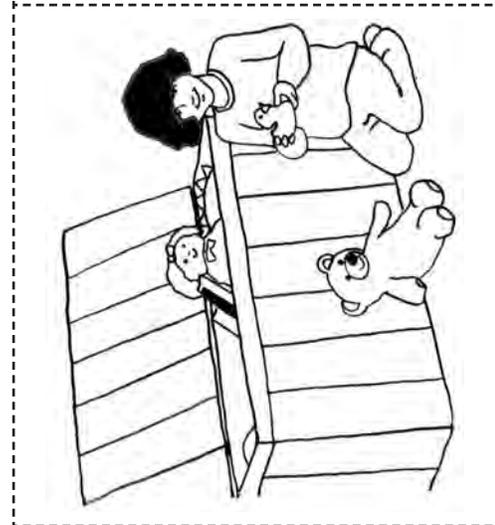
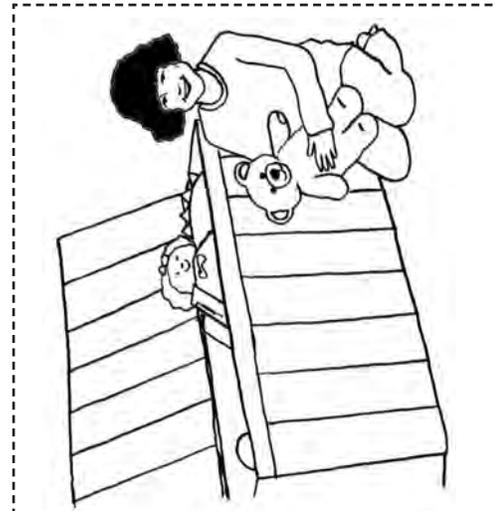
Name: _____

Date: _____

Sequencing pictures

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

First	Next	Last
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Main teaching focus

Comprehension: Recall of events in the text.
Sequencing: First, next and last.

Other teaching focus

Time order language: 'first', 'next', 'last'.

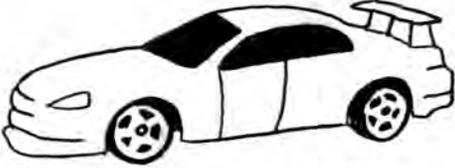
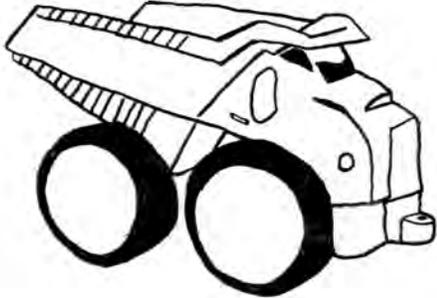
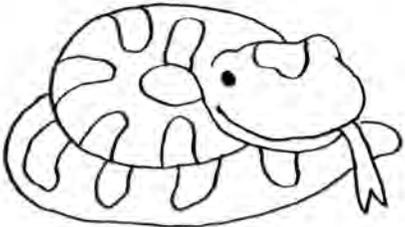
Teacher's notes

Children colour and cut out the three pictures and paste them in the boxes in first, next and last order.

Name: _____ Date: _____

Letter sounds

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

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Main teaching focus

Graphophonics: Initial letters/sounds.

Other teaching focus

Comprehension: Recall of objects in the text.

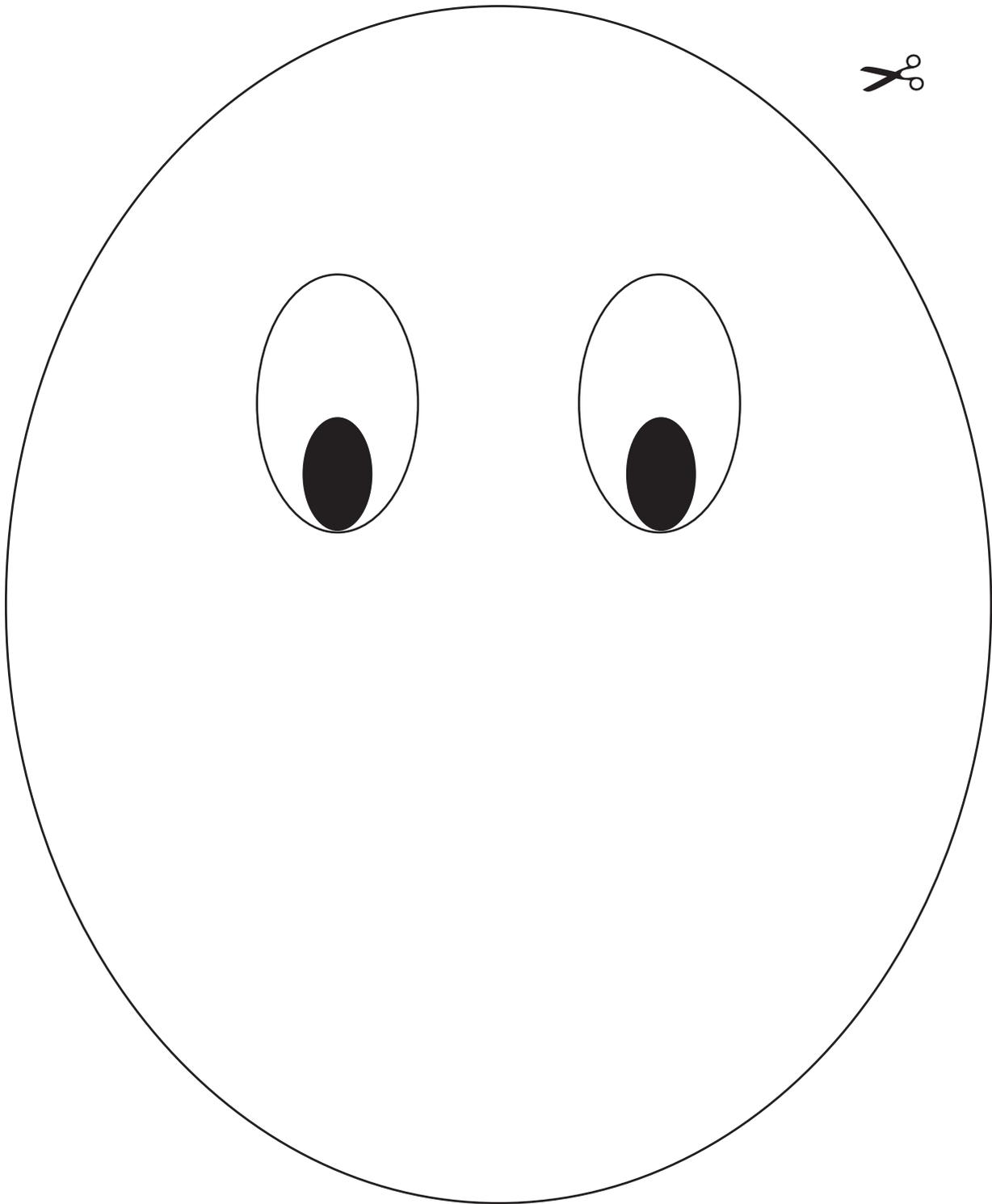
Teacher's notes

Children colour the pictures. They then identify the initial letter of each item and cut out and paste the correct letter beside the item.

Name: _____ Date: _____

Make a doll

You will need: scissors, glue, brown wool, card, googly eyes

**Main teaching focus**

Comprehension: Recall of what the doll looked like.

Other teaching focus

Oral language development: Instructional language/art and craft-themed words (cut, paste, scissors, glue).

Teacher's notes

Children decorate the doll's face using wool, card and googly eyes and then cut it out.

Look at the Picture



Level: 1 Non-fiction Word count: 32 Text type: Procedural

High-frequency words introduced: at, look, the

Programme links: *Look at the Picture* E-Book, Digital Poster 'Colour Song'

Curriculum link: creative play

Sentence structure: Look at the _____.

Text summary: A boy uses playdough to make a picture.

Tuning in

- Discuss the concept of 'look'. Ask, *What part of our bodies do we use to look at things? (eyes) Our eyes help us to see. Let's look around the room and talk about what we can see.* Children list different objects they can see around the classroom.
- Discuss the word 'picture'. Hold up a book and look at the front cover. Say, *This book has a picture on the cover. What is a picture? A picture can tell a story. It can be colourful or black and white. Let's look around the classroom and see what pictures we can see.*

Book walk

- Introduce the book. Give each child a copy of the book. Discuss the cover illustration.
- Read the title. Ask, *How many words are in the title? Let's count them.*
- Flip through the book. Encourage discussion about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and to read unfamiliar words. Discuss the facial expressions and hand gestures of the boy. When questioning, use vocabulary from the text.

pages 2–3: Point to the word 'Look'. (Note: present 'Look' with both an uppercase and a lowercase 'l'. Discuss.) Say, *This word is 'look'. What did the boy put down on the paper? What is a square? What colour is the square? What did the boy use to make the square? What do you think the boy is going to do next?*

pages 4–5: Point to the word 'Look'. Say, *This word is 'look'. What has the boy put down on the paper now? What do you know about a triangle? What colour is the triangle? Where has the boy put the triangle? What does the picture look like?*

pages 6–7: Point to the word 'Look'. Say, *This word is 'look'. What has the boy made?*

pages 8–9: Point to the word 'Look'. Say, *This word is 'look'. What has the boy put down on the paper now? Where are the circle and the triangles? What colour are the circle and the triangles? What do the circle and the triangles look like? Why do you think the boy put the circle and triangles at the top of the page? How many triangles can you count?*

pages 10–11: Point to the word 'Look'. Say, *This word is 'look'. What has the boy put down on the paper now? What is on the tree? What colours are the different parts of the tree? Why do you think they are coloured green, brown and red? Where has the boy put the tree? What do you think the boy might do next?*

pages 12–13: Point to the word 'Look'. Say, *This word is 'look'. What has the boy made now? What colour is the cat? Where is the cat? What do you think the boy is going to make next?*

pages 14–15: Point to the word 'Look'. Say, *This word is 'look'. What has the boy made now? What colour is the dog? Where is the dog?*

page 16: Point to the word 'Look'. Say, *This word is 'look'. Has the boy finished the picture? Do you think he has made a good picture?*

Reading the text

- Get children to read out loud. Focus on meaning, structure and visual cues. Stop at any words the children are having difficulty with and discuss decoding strategies. Look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Talk about the phrase, 'Look at the'. Ask children to find these words on each page.
- Have the children relate the text to their own experiences. Ask, *Have you ever made a picture? What did you use to make the picture? Did you paint, use pencils/pens? What was in your picture? Have you ever drawn a house? Did your house have a triangle for a roof? Have you ever played with playdough? Have you ever made any shapes out of playdough? What other shapes can you make out of playdough?*
- Children summarise the text in their own words. Ask, *Can you tell me what happened in the book?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- *Recall:* Children recall the different things the boy had in his picture: house, cat, dog, tree, sun.
- *Sequencing:* Sequence the events in first, next and last order. Ask, *What was the first thing the boy made? What was the next thing the boy made? What did the boy make in the end?* Children complete **PW 37** (page 63), colouring, cutting out and sequencing pictures in first, next and last order.
- *Sequencing words:* Children complete **PW 38** (page 64), cutting out and sequencing words to form a sentence.

Phonological awareness/Graphophonics

- Turn to pages 8–9. Point to the word ‘sun’. Say, *This word is ‘sun’.* Turn to pages 12–13. Point to the word ‘cat’. Say, *This word is ‘cat’.* Let’s say the two words together: ‘sun’, ‘cat’. *Are these words the same? Do these words sound the same?* Children identify that they do not sound the same. Say, *They both have three letters but they are different words. Can you see a little word in ‘cat’?*

Vocabulary

- *Visual recognition of high-frequency words:* Focus on the shape and sounds of the introduced high-frequency words. Where a high-frequency word begins a sentence, distinguish between its uppercase and lowercase form. Ask children how many times they can find ‘at’, ‘Look’ and ‘the’ in the text. Go through the book, counting each time they find the words.
- Write the high-frequency words on separate cards. On long strips of paper, write the following sentences: ‘_____ at the picture. Look _____ the picture. Look at _____ picture.’ Start with one sentence and say, *Let’s read the sentence. The sentence should have four words in it but it has three. Which word is missing?* Children find the missing word and put it in the correct place.
- *Names of shapes:* Turn to pages 2–3 and point to ‘square’. Say, *This word is ‘square’.* *Can you find a square on the page?* Children find the square. Ask, *Can you find any squares around the classroom?* Turn to pages 4–5 and point to ‘triangle’. Say, *This word is ‘triangle’.* *Can you find a triangle on the page?* Children find the triangle on the page. Ask, *Can you see any triangles around the classroom?* Turn to pages 8–9 and point to the sun. Say, *What shape is this sun? This is a circle. Can you find any other circles around the classroom?* Children complete **PW 39** (page 65), colouring the shapes the same colour as they are in the text (blue squares, red triangles, yellow circles).

Fluency

- Introduce the concept of ‘reading like talking’. Model how to read the story with fluency. Show children how it would sound if they read without fluency.

- Point to the sentence, ‘Look at the _____.’ Explain how punctuation marks show us when we need to stop or pause when we are reading. Model how to read the sentence, stopping at the end where the full stop is. Choose children to act out the story, repeating the sentences and stopping in the correct places.

Text conventions

- *Features of a sentence—identifying words:* Look at the front cover. Ask, *How many words can you see? Let’s count them.* Turn to pages 2–3. Ask, *How many words can you see? Let’s count them. Are there more words on pages 2 and 3 than on the front cover?* Turn to pages 4–5. Ask, *How many words can you see? Let’s count them. Are there more words on pages 4 and 5 than on pages 2 and 3?* Turn to pages 6–7. Ask, *Are any of the words on pages 4 and 5 the same as those on pages 6 and 7? Which words are the same? Which words are different? The only word that is different on each page is the last word. Why is this word different?*
- *Full stops:* Look at the placement of the full stops. Say, *A full stop must be at the end of a sentence. Let’s count the full stops.*

Writing

- Make individual ‘Look at the picture’ books. Fold four pieces of A4 paper in half from top to bottom. Staple down the folded side. On the front cover write: ‘Look at the picture.’ On the top of each subsequent page write: ‘Look at the _____.’ Children can draw a picture of an item from the text in the space or attempt to write the word. The object could then be drawn under the sentence.

► English Language Learners

- Make playdough. Mix together two cups of plain flour, some cream of tartar, one cup of salt, one tablespoon of cooking oil and one cup of cold water. Stir together until the ingredients leave the side of the bowl. This is enough for one small group. Multiply the amount depending on the number of children. Divide the playdough mixture into four bowls and use food dye to make each one a different colour. Children make their own picture using the coloured playdough. They can make their own shapes or use the same shapes from the book.

► 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 213)

Name: _____

Date: _____

Sequencing pictures

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

First	Next	Last
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Main teaching focus Comprehension: Recall of pictures in the text. Sequencing: First, next and last order.	Other teaching focus Oral language development: Shapes/objects.	Teacher's notes Children colour and cut out the pictures and paste them in the correct order in the boxes.
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Name: _____

Date: _____

Make a sentence

You will need: scissors, glue

Look at the square.



Look the at square.



Look at the triangle.



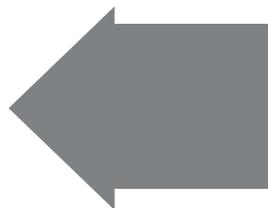
at the triangle. Look



Look at the house.



house. the at Look



Main teaching focus

Comprehension: Recall of words in the text.
Sequencing: Sequencing of words to form a sentence.

Other teaching focus

Text conventions: Sentence structure.

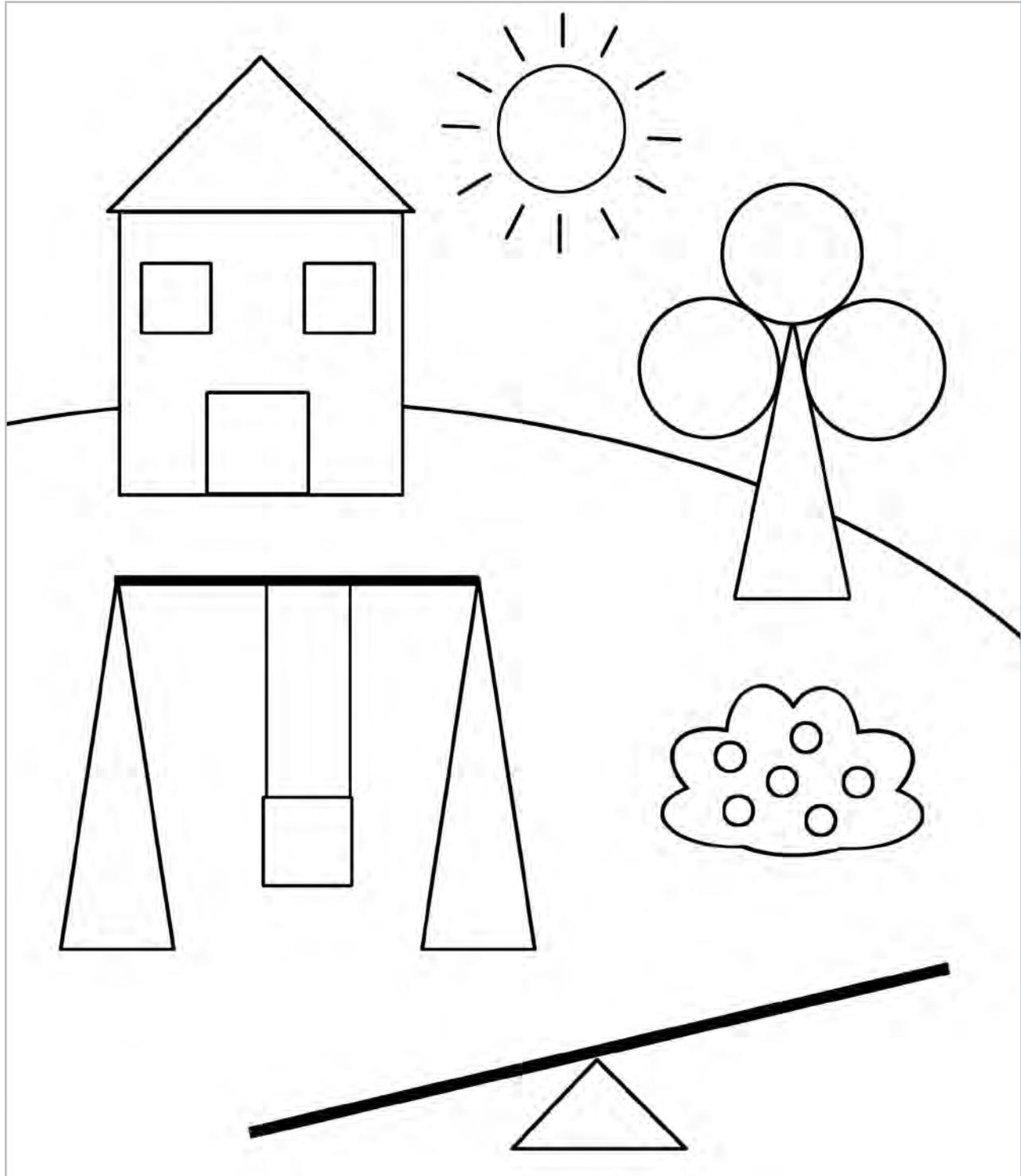
Teacher's notes

Children cut out the sentence strip, cut out each word and then paste them in their books in the correct order to make the sentence.

Name: _____ Date: _____

Shape hunt

You will need: blue, red and yellow coloured pencils or crayons



Main teaching focus

Comprehension: Recall items in the text.
Vocabulary: Shape names, names of colours.

Other teaching focus

Mathematics: 2D shapes.

Teacher's notes

Children find the different shapes in the picture and colour the squares blue, the triangles red and the circles yellow.

In My Car

Level: 1

Non-fiction

Word count: 40

Text type: Description



High-frequency words introduced: am, I, in, my

Programme links: *In My Car* E-Book, Digital Poster 'Girls and Boys, Come Out to Play'

Curriculum link: me/family, physical activity

Sentence structure: I am in my _____.

Text summary: A boy finds lots of different things he can play in, including a toy car, a playhouse and a sandpit and eventually he falls asleep in bed.

Tuning in

- Discuss the concept of 'in'. Ask, *What does 'in' mean?* Ask the children to find an object in the classroom that is 'in' something. Play a game. Mark out a circle on the floor. Say, *Let's find some things around the classroom that we can put 'in' the circle.* Put in a book. Ask, *Is the book in the circle or out of the circle?* Take the book out. Ask, *Is the book in the circle or out of the circle?* Repeat with a pencil, a pencil case, a ruler and a child.

Book walk

- Introduce the book. Give each child a copy of the book. Discuss the cover illustration.
- Read the title. Ask, *How many words are in the title? Let's count them.*
- Flip through the book. Encourage discussion about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and to read unfamiliar words. Discuss the facial expressions of the boy. When questioning, use vocabulary from the text.

pages 2–3: Point to the word 'in'. Say, *This word is 'in'. Where is the boy? What is the boy doing in the car?*

pages 4–5: Point to the word 'in'. Say, *This word is 'in'. Where is the boy now? What is the boy doing in the box?*

pages 6–7: Point to the word 'in'. Say, *This word is 'in'. Where is the boy now? What is the boy doing in the sandpit? What is the boy playing with?*

pages 8–9: Point to the word 'in'. Say, *This word is 'in'. Where is the boy now? What is the boy doing in the playhouse? What does the boy's face tell us about how he is feeling?*

pages 10–11: Point to the word 'in'. Say, *This word is 'in'. Where is the boy now? What is the boy doing in the tent?*

pages 12–13: Point to the word 'in'. Say, *This word is 'in'. Where is the boy now? What is the boy doing in the pool? Why is Dad there? What is Dad doing? What does the boy's face tell us about how he is feeling?*

pages 14–15: Point to the word 'in'. Say, *This word is 'in'. Where is the boy now? What is the boy doing in the tunnel?*

page 16: Ask, *Where is the boy now? What is the boy doing in bed? Why do you think the boy is in bed? How do you think the boy is feeling now?*

Reading the text

- Get children to read out loud. Focus on meaning, structure and visual cues. Stop at any words the children are having difficulty with and discuss decoding strategies. Look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Talk about the phrase, 'I am in my'. Ask children to find these words on each page.
- Have the children relate the text to their own experiences. Ask, *Do you have a toy car/playhouse/tunnel at home? Have you ever been in a toy car/playhouse/tunnel? Have you ever been in a tent? When would you use a tent? Why do we use tents? Do you have a pool at home? Have you ever been in a pool? Where else have you been in water? Beach/lake/river/local pool?*
- Look at page 16. Ask, *Why do you think the boy was so tired?* Discuss the events that took place on the day and why these events would make him tired.
- Children summarise the text in their own words. Ask, *Can you tell me what happened in the book?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- **Sequencing words:** On a long strip of paper, write: 'I am in my car.' Cut out the individual words and mix them up. Say, *The sentence is all mixed up. Let's try to put the words in the right places.* Move the words around, deliberately making mistakes and rereading it to make sense. Children help put the words in order. Children complete **PW 40** (page 68), cutting out the words on the right-hand side and pasting them in correct order under the sentences on the left-hand side.

Phonological awareness/Graphophonics

- Look at pages 2–3. Point to the word ‘car’. Say, *This word is ‘car’.* Let’s say ‘car’ together. What letter does the word ‘car’ begin with? What sound does ‘c’ make? Children identify that ‘car’ begins with ‘c’. Identify the name and initial letters/sounds for the objects on each page (box, sandpit, playhouse, tent, pool, tunnel and bed).

Vocabulary

- *Visual recognition of high-frequency words:* Focus on the shape and sounds of the introduced high-frequency words. Ask children how many times they can find ‘I’, ‘am’, ‘in’ and ‘my’ in the text. Go through the book, counting each time they find the words.
- Write the high-frequency words on separate cards. Write the following sentences: ‘I am _____ my box. I _____ in my sandpit. I am in _____ playhouse. _____ am in my bed.’ Start with one sentence and say, *Let’s read the sentence. The sentence should have five words in it but it has four. Which word is missing?* Children find the missing word and put the card in the correct place.

Fluency

- Introduce the concept of ‘reading like talking’. Model how to read the story with fluency. Show children how it would sound if they read with no fluency.
- Point to the sentence, ‘I am in my _____.’ Explain how punctuation marks show us when we need to stop or pause when we are reading. Model how to read the sentence, stopping at the end where the full stop is. Choose children to act out the story, repeating the sentences and stopping in the correct places.

Text conventions

- *Features of a sentence—identifying words:* Look at the front cover. Ask, *How many words can you see? Let’s count them.* Turn to pages 2–3. Ask, *How many words can you see? Let’s count them. Are there more words on pages 2 and 3 than on the front cover?* Turn to pages 4–5. Ask, *How many words can you see? Let’s count them. Are there more words on pages*

4 and 5 than on pages 2 and 3? Turn to pages 6–7. Ask, Are any of the words on pages 4 and 5 the same as those on pages 6 and 7? Which words are the same? Which words are different? The only word that is different on each page is the last word. Why is this word different?

- *Full stops:* Look at the placement of the full stops. Say, *A full stop must be at the end of a sentence. Let’s count the full stops.*

Writing

- Children complete **PW 41** (page 69), using a pencil to trace over the sentences from the book.
- Make individual ‘I am in my car’ books. Fold four pieces of A4 paper in half from top to bottom. Staple down the folded side. On the front cover write: ‘I am in my car.’ On the top of each subsequent page write: ‘I am in my _____.’ Brainstorm what children could be ‘in’. List these. Children draw a picture and attempt to write the word of their choice (or from the book) in each space.

► English Language Learners

- Make an ‘I am in my car’ model, using **PW 42** (page 70). Write ‘I am in my car.’ on the front of a large envelope (with the flap cut off). Children cut out the car picture from the PW, decorate it and paste it on the back of the envelope. They also cut out the picture of the boy, decorate it and put him in the envelope, with his upper body sticking out so he is ‘in’ the car.

► 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 214)

Name: _____

Date: _____

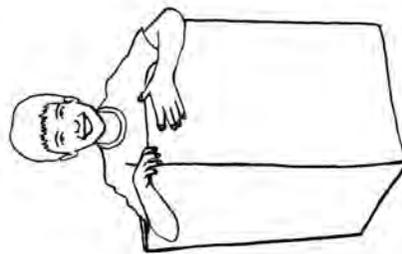
Sequencing words

You will need: scissors, glue



I am in my car.

I	my	am
car.	in	



I am in my box.

box.	my	I
in	am	

Main teaching focus

Comprehension: Sequencing of words to form a sentence.
Vocabulary: High-frequency words. *Fluency:* Reading like talking, model phrasing.

Other teaching focus

Text conventions: Sentence structure, counting words.

Teacher's notes

Children cut out the words and paste them in the correct order under the sentences.

Name: _____ Date: _____

Trace over

I am in my car.



I am in my box.



I am in my sandpit.

**Main teaching focus**

Writing: Handwriting/letter formation.

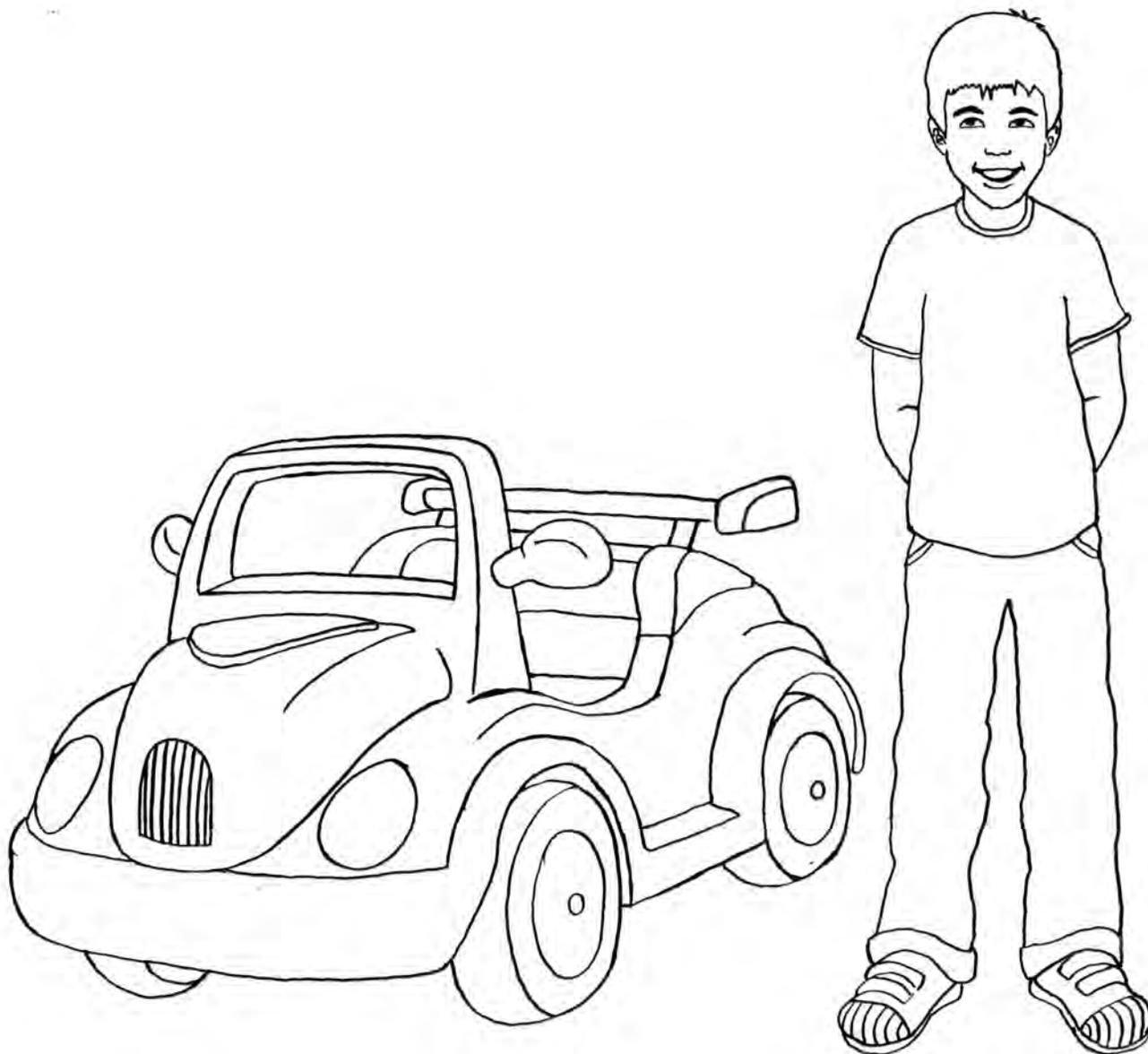
Teacher's notes

Using a pencil, children trace over the sentences from the text.

Name: _____ Date: _____

Make a model car

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

**Main teaching focus**

English Language Learners: Following instructions.

Other teaching focus

Oral language development: Instructional language/art and craft-themed words (cut, paste, scissors, glue).

Teacher's notes

Children cut out and decorate the car. Help them to stick the car on the back of an envelope (cut off the flap). Children cut out and decorate the boy, then place the boy in the envelope so it looks like he is in the car.

The Zookeeper



Level: I Non-fiction Word count: 56 Text type: Report (information)

High-frequency words introduced: at, look, said, the

Programme links: *The Zookeeper* E-Book, Digital Poster *'The Animal Fair'*

Curriculum link: pets/animals, community, environment

Sentence structure: "Look at the _____," said the zookeeper.

Text summary: The children visit a zoo and see lots of different animals that the zookeeper points out to them.

Tuning in

- Discuss the concept of 'look'. Say, *We use our eyes to look. Let's look around the classroom. What can you see?* Discuss different things you can see.
- Write 'zoo' on the board. Ask, *What is a zoo? What can you see at a zoo? Have you been to a zoo? What did you see?*

Book walk

- Introduce the book. Give each child a copy of the book. Discuss the cover illustration.
- Read the title. Ask, *How many words are in the title? Let's count them.* Discuss what a zookeeper does.
- Flip through the book. Encourage discussion about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and to read unfamiliar words. Discuss the facial expressions and hand gestures of the different characters. When questioning, use vocabulary from the text.

pages 2–3: Point to the word 'Look'. (Note: present 'Look' with both an uppercase and a lowercase 'l'. Discuss.) Say, *This word is 'look'. What animal is the zookeeper looking at? What are the children doing? What is the monkey doing? Have you seen a monkey like this before?*

pages 4–5: Point to the word 'Look'. Say, *This word is 'look'. What animal is the zookeeper looking at? What are the children doing? What is the zebra doing?*

pages 6–7: Point to the word 'Look'. Say, *This word is 'look'. What animal is the zookeeper looking at? What are the children doing? What is the giraffe doing? Have you seen a giraffe before?*

pages 8–9: Point to the word 'Look'. Say, *This word is 'look'. What animal is the zookeeper looking at? What are the children doing? What is the elephant doing? What can an elephant do with its trunk?*

pages 10–11: Point to the word 'Look'. Say, *This word is 'look'. What animal is the zookeeper looking at? What are the children doing? What is the seal doing?*

pages 12–13: Point to the word 'Look'. Say, *This word is 'look'. What animal is the zookeeper looking at?*

What are the children doing? What is the lion doing? What do you notice about the lion?

pages 14–15: Point to the word 'Look'. Say, *This word is 'look'. What animal is the zookeeper looking at? What are the children doing? What is the tiger doing? What colour is the tiger?*

page 16: Point to the word 'Look'. Say, *This word is 'look'. What animal is the zookeeper looking at? What are the children doing? What is the snake doing? What do the children's faces tell us about how they are feeling?*

Reading the text

- Get children to read out loud. Focus on meaning, structure and visual cues. Stop at any words the children are having difficulty with and discuss decoding strategies. Look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Talk about the phrase, 'Look at the'. Ask children to find these words on each page. Turn to pages 4–5 and say, *Look at the picture. What animal are the children looking at? Point to the word 'zebra'. Say, This word starts with the sound 'z'. Can you make the sound the letter 'z' makes?*
- Have the children relate the text to their own experiences. Ask, *Have you ever been to a zoo? What animals did you see at the zoo? Can you tell me about the animals? What animal did you like best? Why?*
- Children summarise the text in their own words. Ask, *Can you tell me what happened in the book?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- *Predicting:* Look at page 16. Ask, *Do you think the children liked the snake? What could happen if the snake got away? What would the children do?*

- *Word meaning:* Look at pages 2–3 and point to the word ‘zookeeper’. Ask, *What do you think this word means? It is the name of a job. Someone who works at the zoo is a zookeeper. What do you think the zookeeper does at the zoo?*
- *Recall and sequencing:* Make a list of the animals that the children saw at the zoo. Children complete **PW 43** (page 73), colouring and cutting out the pictures of the animals that the children saw at the zoo and pasting them onto a long sheet of paper in the order they appear in the book. Children may like to draw a habitat for each animal.

Phonological awareness/Graphophonics

- Look at pages 4–5 and point to the word ‘zebra’. Say, *This word starts with a ‘z’.* Can you make the sound the letter ‘z’ makes? Do the same for ‘monkey’, ‘giraffe’, ‘elephant’, ‘seal’, ‘lion’, ‘tiger’ and ‘snake’. Children complete **PW 44** (page 74), colouring the animals and cutting out and pasting the initial letter for each animal into the small box.

Vocabulary

- *Visual recognition of high-frequency words:* Focus on the shape and sounds of the introduced high-frequency words. Where a high-frequency word begins a sentence, distinguish between its uppercase and lowercase form. Ask children how many times they can find ‘Look’, ‘at’, ‘the’ and ‘said’ in the text. Go through the book, counting each time they find the words. Ask, *How many times can you find the word ‘the’ on pages 2–3? Is the word ‘the’ used more than any other words?*
- Turn to pages 6–7 and cover the word ‘Look’. Say, *This sentence is missing a word. Can you work out what word is missing?* Children identify the missing word. Children complete the cloze activity on **PW 45** (page 75), cutting out the high-frequency words and pasting them in the correct places.
- *Topic words:* Ask, *What animals did the children see at the zoo? Can you think of any other animals that you can see at a zoo?* Make a list of zoo animals.

Fluency

- Introduce the concept of ‘reading like talking’. Model how to read the story with fluency. Show children how it would sound if they read with no fluency.
- Point out how to group words together to create natural phrasing, like speech, e.g. “Look at the _____,” said the zookeeper. Choose children to act out the story, repeating the sentences in this way.

Text conventions

- *Speech marks:* Turn to pages 2–3 and point to the speech marks. Say, *These are speech marks. They show when somebody is talking.*
- *Full stops:* Look at the placement of the full stops. Say, *A full stop must be at the end of a sentence. Let’s count the full stops.*

Writing

- Make an ‘At the zoo’ class book. Write the sentence, ‘Look at the _____.’ on A4 paper and make a copy for each child. Ask the children to trace over the words and draw an animal that can be found at a zoo in the space. Staple all the pages together to make the class book. Note: some children may be able to write the name of the animal if a model is provided.

► English Language Learners

- Children make and decorate zoo animal masks. Give each child a paper plate. Cut out holes for the eyes. Use feathers, felt, coloured paper and pens to decorate. Ask children to role-play the events in the story, repeating the words from the text.

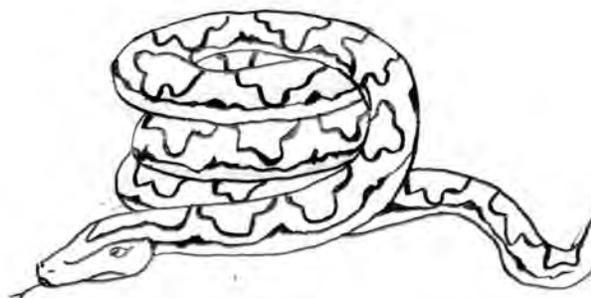
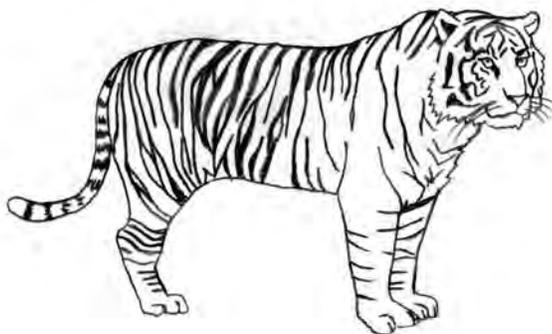
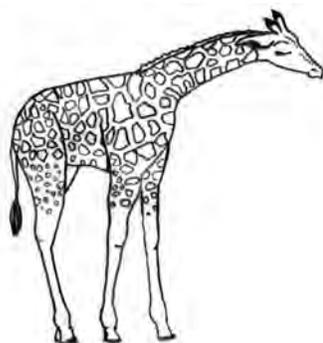
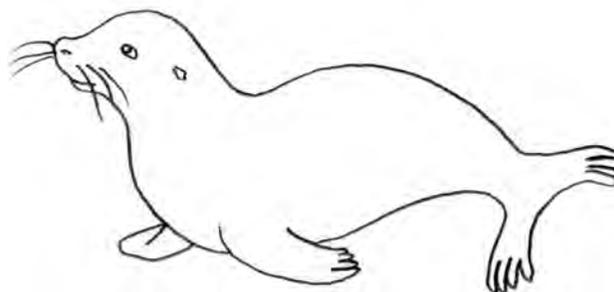
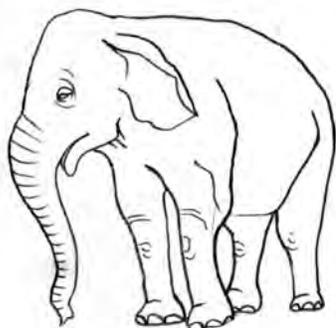
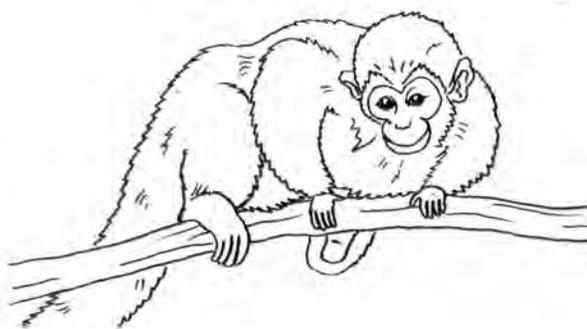
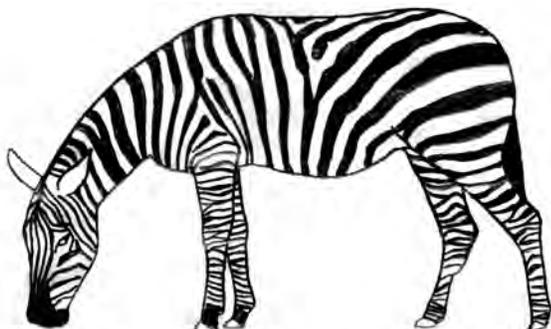
► Assessment

- 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 215)

Name: _____ Date: _____

Animals at the zoo

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



Main teaching focus

Comprehension: Recall of animals at the zoo in order.

Other teaching focus

Oral language development: Zoo animals. Environmental language.

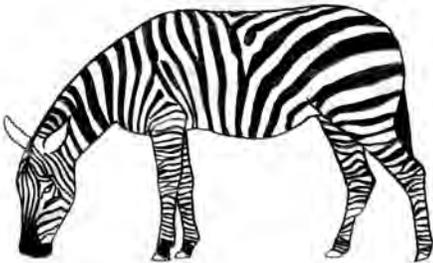
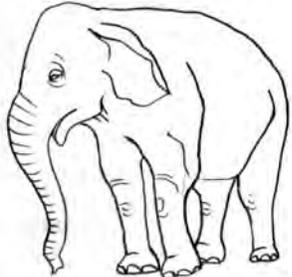
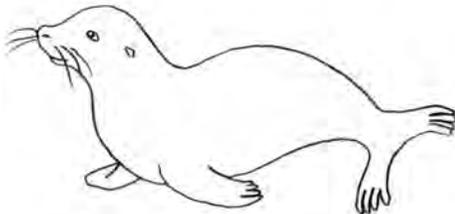
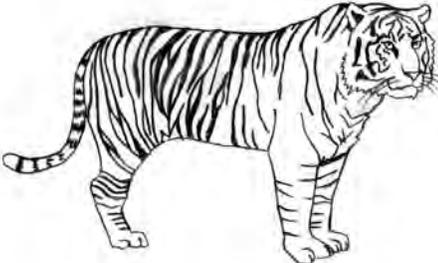
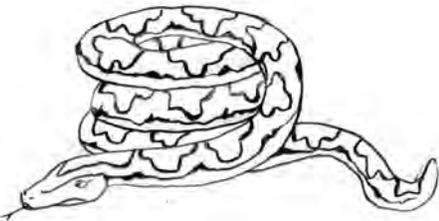
Teacher's notes

Children colour and then cut out the pictures of the animals. They then paste them onto a long strip of paper in the order they appear in the book. Children may like to draw a habitat for each animal.

Name: _____ Date: _____

Letter sounds

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

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✂ z e m g s l s t

Main teaching focus

Comprehension: Recall of animals at the zoo.
Graphophonics: Initial letter names/sounds.

Other teaching focus

Oral language development: Zoo animal names and features.

Teacher's notes

Children colour the pictures. They then identify the initial letter of each animal and cut out and paste the correct letter beside the animal.

Name: _____ Date: _____

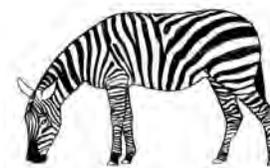
Cloze

You will need: scissors, glue

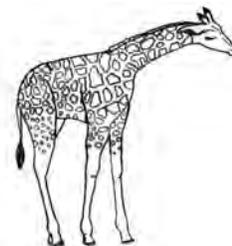
"Look at monkey,"
said the zookeeper.



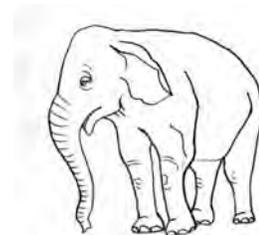
"Look at the zebra,"
the zookeeper.



"Look the giraffe,"
said the zookeeper.



" at the elephant,"
said the zookeeper.



the Look at said

Main teaching focus

Comprehension: Cloze—fill in missing words taken directly from the text. *Vocabulary:* Recognition of high-frequency words.

Other teaching focus

Fluency: Reading like talking, reading for meaning.

Teacher's notes

Children cut out the high-frequency words and paste them in the correct place in the sentence.

Here is the Flower

Level: 1 Non-fiction Word count: 35 Text type: Procedural



High-frequency words introduced: Here, is, the

Programme links: *Here Is the Flower* E-Book

Curriculum link: creative play

Sentence structure: Here is the _____ .

Text summary: A boy uses different coloured paper cut into different shapes to make a picture of a flower.

Tuning in

- Ask children to name the colours they know. Name the colours one by one and get children to stand next to something in the room that is that colour. For example, say, *Stand next to something that is red.*
- Provide children with a piece of paper and pens or crayons. Get them to draw a picture of a flower. Ask them to identify and name different parts of their flower such as the stem, leaves and petals.

Book walk

- Introduce the text. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title?*
- Ask children to predict what the text will be about. Discuss the book's cover. Ask, *What can you see? How do you think the boy made the picture of the flower? What different colours did he use to make his picture?*
- Flip through the book. Encourage discussions about the events and pictures. When discussing the book use vocabulary from the text. Discuss how pictures can help us to understand the meaning of the text and assist us with reading unfamiliar words.

pp. 2–3 Ask, *What colour paper does the boy have?*

pp. 4–5 Ask, *What colour paper is he using?
What shape is the brown paper?*

pp. 6–7 Ask, *Where is the red paper?
Where is he pasting the red circle?*

pp. 8–9 Ask, *What colour paper is he using now?
What shape is the black paper?
Is the black circle smaller or bigger
than the red circle?*

pp. 10–11 Ask, *Where is the yellow paper?
How many yellow circles is he using?
What part of the flower is he making
with the yellow circles?*

pp. 12–13 Ask, *What colour paper did he use to
make the triangles?*

What is he making with the green triangles?

pp. 14–15 Ask, *What colour paper is he using?*

Where is he pasting the blue paper?

What did he make out of the blue paper?

p. 16 Ask, *What did he make with the coloured paper?*

Reading the text

- Get children to read the text out loud. 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.
- Stop at any words the 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 pictures. Ask, *Can the pictures help you work out the meaning of the word?*
- Talk about the repetitive sentence structure in the text: 'Here is the _____ paper.' Children locate where this phrase occurs in the text.
- Children relate the text to their own experiences. Ask, *Have you ever made a picture out of coloured paper? What shapes can you cut out of paper?*
- Children summarise the book in their own words. Ask, *What happened in the book? What did the boy do first? How did he make the flower?*
- Ask inferential questions such as: *Why did the boy need to use different coloured paper? What did he use the scissors and glue for? How could he make a different coloured flower?*

After reading

Focus specifically on meaning, structure and visual cues that children found difficult while reading. Focus on phrasing and repetitive flow of the text.

Choose from the following activities:

Comprehension

- Get children to recall the events of the text. Ask, *How did the boy make the picture of the flower? What was the first thing he did? What happened next? How did he make the stem/petals/leaves/flowerpot? What colour paper did he use to make each part of the flower?* As a group, draw pictures in sequence of the steps to make the flower. Children use the pictures to help retell the steps in sequence. Children complete **PW 46** (page 78).
- Copy sentences from the text onto a large piece of paper but leave out one word from each sentence, e.g. *Here _____ the blue paper.* Read the sentence with the children and talk about how it doesn't make sense with the word missing. Children figure out the missing word. Write 'is' in the sentence. Children reread the sentence to check for meaning. Repeat with other sentences from the text.

Phonological awareness/Graphophonics

- Discuss how looking at the initial letter can assist with reading the word. Identify the word 'paper' and say, *This word starts with the sound 'p'. Can you see anything in the picture that starts with this sound?* Repeat with other words such as 'blue', 'red' and 'brown'.
- Say the words 'blue' and 'brown' to the children. Ask, *What do you notice about the beginning sounds of these words?* Discuss how they have the same beginning sound. Children locate the words in the text and identify the letter 'b' at the beginning of each word. Children brainstorm other words that begin with the 'b' sound.

Vocabulary

- *High-frequency words:* 'Here', 'is', 'the'. Write these words on flash cards. Then as a group, children practise reading these words.
- Write the high-frequency words onto cards (two cards per word). Children play a game such as Concentration using the cards.
- Children locate the high-frequency words in the text. Ask, *How many times can you find each word in the text?* Children complete **PW 47** (page 79).

Fluency

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

Text conventions

- *Uppercase and lowercase letters:* Discuss uppercase and lowercase letters with the children. Ask them to identify uppercase and lowercase letters in the text. Discuss how capital letters are used at the beginning of sentences.
- *Full stops:* Talk about how full stops are used at the end of sentences. Flip through the book and children identify the full stops on each page.
- *Front cover/Back cover:* Children identify the front and back cover of the book. Ask, *Which way do you hold the book before you start reading?* As a group, look at the front cover. Identify the title. Ask, *Why do you think this picture is on the front cover?* Then children locate the back cover of the book.

Writing

- Provide children with coloured paper, scissors and glue. They make their own picture by cutting out shapes from the coloured paper. When they have finished, provide them with the sentence prompt: *Here is the _____ paper.* Children use the sentence prompt to write sentences about the coloured paper they used to make their picture.

► English Language Learners

- Children identify the colour of paper used in the text. Also get children to identify the shapes that were cut out of the paper. They explain how the picture was made using different colours and shapes. Provide children with **PW 48** (page 80) and get them to colour the shapes, cut them out and make a picture of a flower.

► Assessment

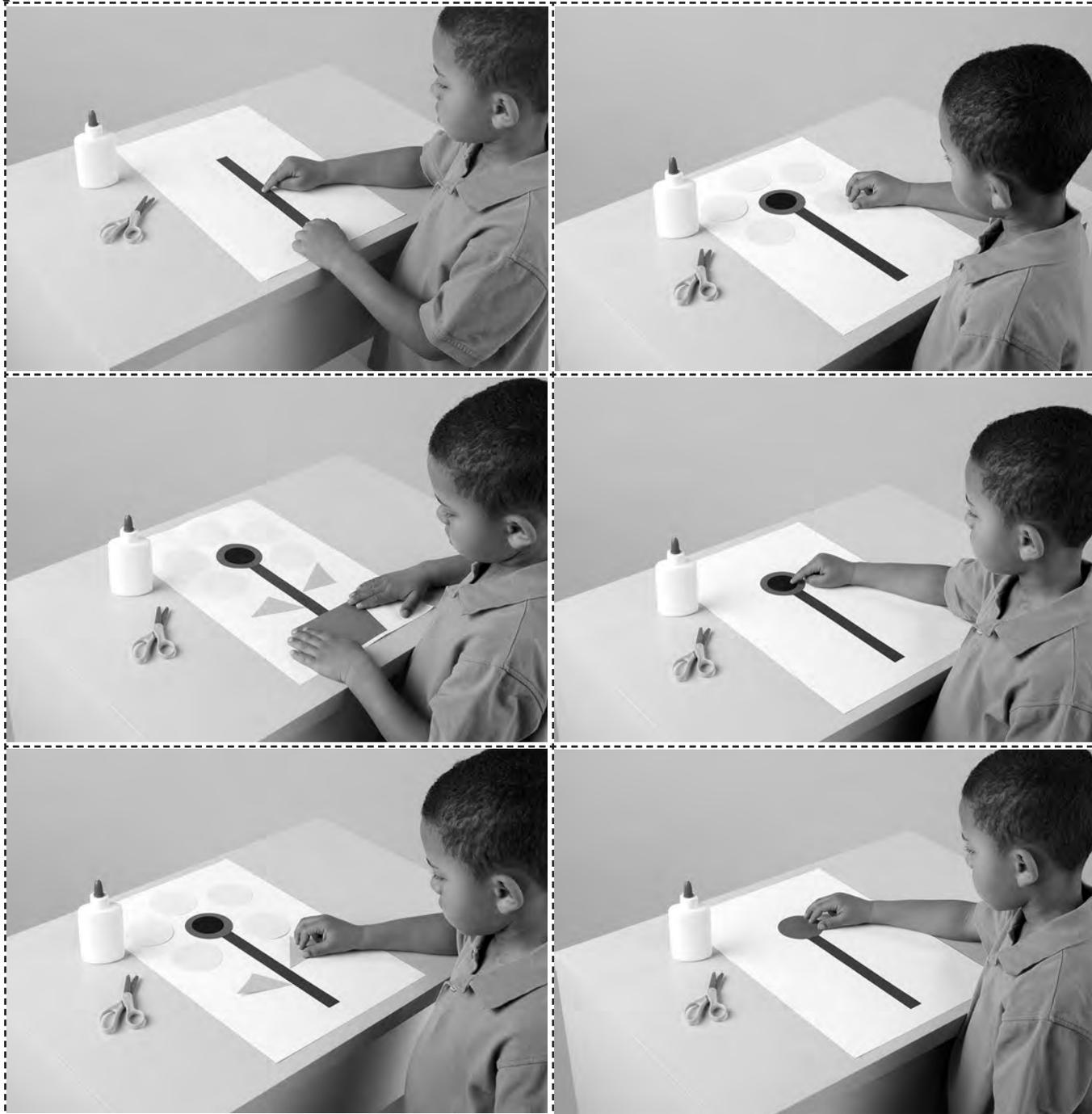
- Note the child's responses, attempts and reading behaviours before, during and after reading
- PWs 46, 47 and 48 completed
- Collect work samples, e.g. PW 46 could be kept in the child's portfolio
- Complete Running Record (page 216)

Name: _____

Date: _____

Sequencing pictures

You will need: scissors, glue, strip of paper



Main teaching focus

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

Teacher's note

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

Name: _____ Date: _____

Follow, trace, write!

- Follow and trace the high-frequency words and then write each word on your own.

Here

Here

is

is

the

the

Main teaching focus

Vocabulary: High-frequency words;
Writing: Handwriting.

Teacher's note

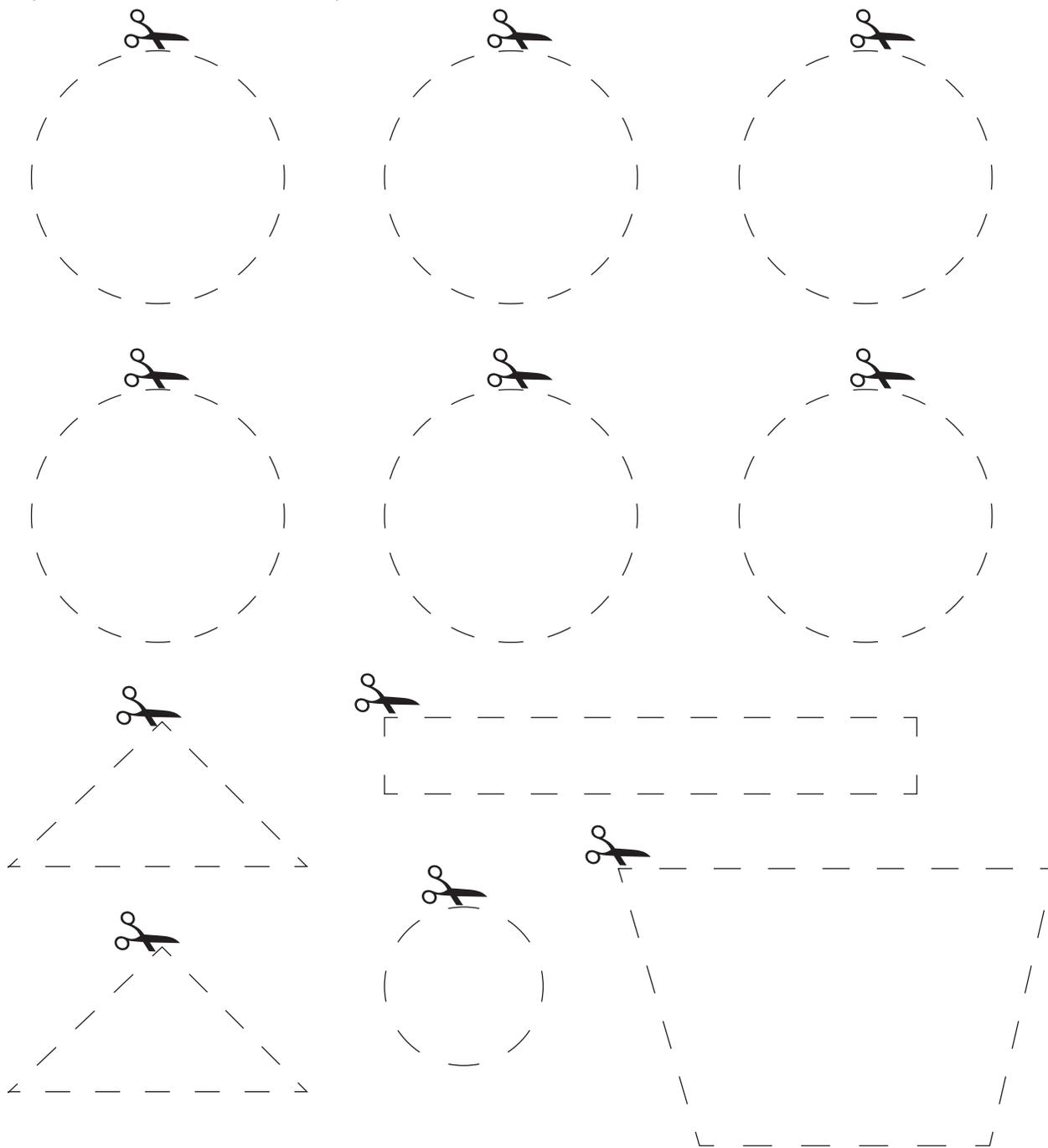
Children follow and trace the high-frequency words and then write them in the boxes.

Name: _____ Date: _____

Make a flower

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

- Colour the shapes the colour they were in the text. Arrange and paste the shapes to make a flower picture.



Main teaching focus

Oral language: Colours and shapes;
Comprehension: Following instructions in the text.

Teacher's note

Children colour and cut out the shapes. They arrange and paste them on paper to make a flower.

Look at the Bee



Level: 1 Non-fiction Word count: 32 Text type: Report (information)

High-frequency words introduced: at, Look, the

Programme links: *Look at the Bee* E-Book

Curriculum link: animals/bugs, environment, science

Sentence structure: Look at the _____.

Text summary: Look at insects and other creatures living in the garden.

Tuning in

- Discuss minibeasts and other animals that might live in the garden. As a group, make a list of animals such as caterpillars, spiders, butterflies and worms. Get children to describe what they look like. Ask, *Are these animals big or small? How do they move? Where might you find them in the garden?*
- Go on a nature walk and get children to try to discover minibeasts outdoors. Ask, *Where should we look for insects or other small creatures?* Children draw pictures of the insects or small creatures they see.

Book walk

- Introduce the text. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title?*
- Ask children to predict what the book will be about. Discuss the cover. Ask, *What can you see? Where is the bee? What is the bee doing? What other animals might we see in this book?*
- Flip through the book. Encourage discussions about the pictures in the text. When discussing the book use vocabulary from the text. Discuss how pictures can help us to understand the meaning of the text and assist us with reading unfamiliar words.

pp. 2–3 Ask, *What can you see?*
Where is the bee?

pp. 4–5 Ask, *What can you see?*
Where is the caterpillar?

pp. 6–7 Ask, *What can you see?*
Where is the butterfly?

pp. 8–9 Ask, *What can you see?*
Where is the ladybird?

pp. 10–11 Ask, *What can you see?*
Where is the ant?

pp. 12–13 Ask, *What can you see?*
Where is the spider?

pp. 14–15 Ask, *What can you see?*
Where is the worm?

p. 16 Ask, *What can you see?*
Where is the snail?

Reading the text

- Get children to read the text out loud. 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.
- Stop at any words the 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 pictures. Ask, *Can the pictures help you find out the meaning of the word?*
- Talk about the repetitive sentence structure in the text: 'Look at the _____.' Children locate where this sentence occurs in the text. Write sentences from the text onto strips of paper and then cut up the sentences to form cards (one word per card). Mix up the cards and children rearrange them to make the sentences.
- Children relate the text to their own experiences. Ask, *Have you ever seen insects or other small animals in a garden? Where have you looked for insects?*
- Children summarise the book in their own words. Ask, *What happened in the book? What minibeasts were in the text? Where were the insects and other small animals?*
- Ask inferential questions such as: *Where do you think a worm might live? Why do you think the caterpillar is on the leaf? What other minibeasts might be in the garden? Why might it be difficult to see insects and other small animals in the garden?*

After reading

Focus specifically on meaning, structure and visual cues that children found difficult while reading. Focus on phrasing and repetitive flow of the text.

Choose from the following activities:

Comprehension

- *Matching:* Children recall the events of the text. Ask, *Which insects and other small animals were in the text?* Discuss how the minibeasts were found in different parts of the garden. Get each child to draw a picture of one of the animals in the text. They swap drawings with a partner. Then ask them to draw where that insect or other small creature was seen. For example, the children would draw a flower for the drawing of the butterfly. Children complete **PW 49** (page 83).
- *Sentences:* Children reread sentences from the text. Then ask them to retell what the sentence said. Copy a sentence from the text onto a large piece of paper. Children read the sentence and then draw a picture of the insect or other small creature to match the sentence. Repeat with other sentences in the text.

Phonological awareness/Graphophonics

- Discuss how looking at the initial letter can assist with reading the word. Identify the word 'snail' and say, *This word starts with the sound 's'. What can you see in the picture that starts with this sound?* Repeat with other words such as 'bee', 'caterpillar' and 'ant'.
- Turn to pages in the text and point to the pictures of the bugs or other animals. Say, *Say the name of this insect. What sound does it begin with?* Children look at the written word in the text to see if they identified the correct sound.
- Say the words 'butterfly' and 'bee' to the children. Ask, *What do you notice about the beginning sounds of these words?* Discuss how they have the same beginning sound. Children locate the words in the text and identify the letter 'b' at the beginning of each word. Children brainstorm other words that begin with the 'b' sound. Children complete **PW 50** (page 84) by identifying the pictures of objects that begin with the letter 'b'.

Vocabulary

- *High-frequency words:* 'at', 'Look', 'the'. Children locate these words in the text. Ask, *How many times can you find each word in the text?*
- Provide children with play dough or modeling clay. They practise spelling the high-frequency words by moulding the letters. Encourage children to practise reading the words they make.

Fluency

- Talk about the concept of reading smoothly and without

stopping. Use the text to model how to read fluently.

Children practise reading the text to each other smoothly and without stopping.

Text conventions

- *Uppercase and lowercase letters:* Discuss uppercase and lowercase letters with the children. Ask them to identify uppercase and lowercase letters in the text. Discuss how capital letters are used at the beginning of sentences.
- *Full stops:* Talk about how full stops are used at the end of sentences. Flip through the book and children identify the full stops on each page.

Writing

- Write the sentence stem *Look at the _____*. Children practise writing the high-frequency words and completing the sentence by filling in the blank with a drawing of an insect or other small animal. Encourage children to read their sentence, pointing to each word as they read. Children complete **PW 51** (page 85).

► English Language Learners

- Provide children with photographs of insects and other small creatures. You can use the pictures in **PW 49** or the photographs in the text. Encourage children to describe the animals by identifying their colours and body parts. Encourage children to use vocabulary such as 'wings', 'legs', or 'antennae'. Select two animals at a time, for example, the butterfly and the bee. Ask children to compare and contrast the two insects. Ask, *How are they the same? What is different about them? How are they similar?* Continue by selecting two different animals from the text.

► Assessment

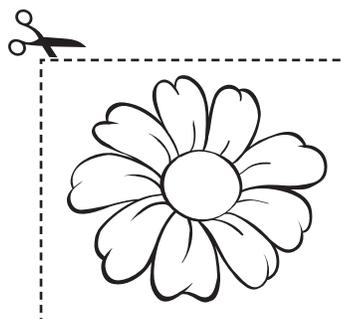
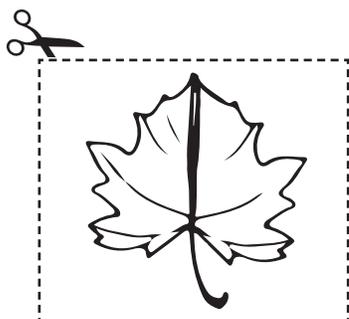
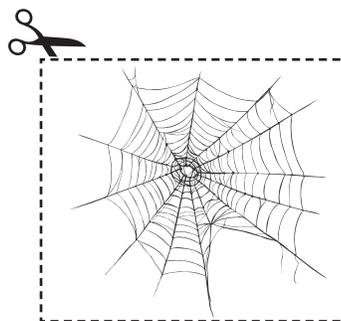
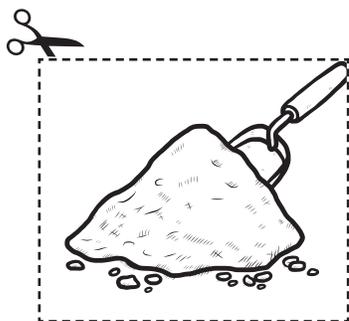
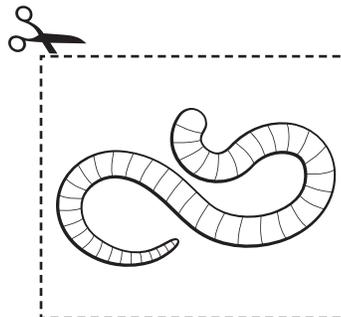
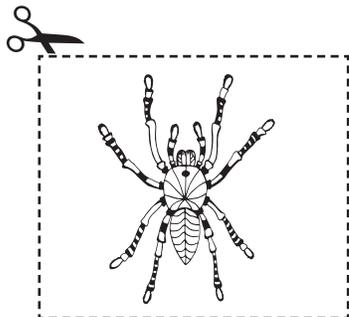
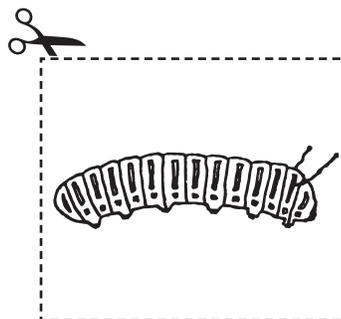
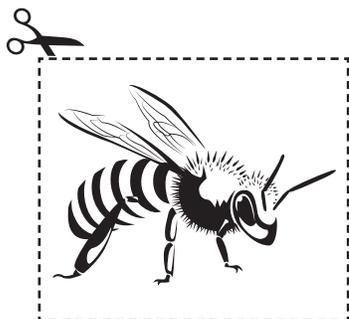
- Note the child's responses, attempts and reading behaviours before, during and after reading.
- PWs 49, 50 and 51 completed
- Collect work samples, e.g. PW 49 could be kept in the child's portfolio
- Complete Running Record (page 217)

Name: _____ Date: _____

Picture match

You will need: scissors, glue, paper

- Cut out the pictures. Match the minibeast with where it lives.
- Paste them next to one another on the paper.



Main teaching focus

Comprehension: Recalling events from the text; matching.

Teacher's note

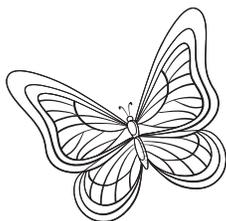
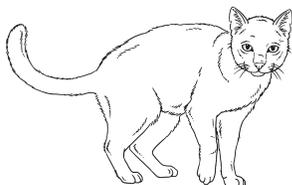
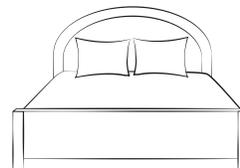
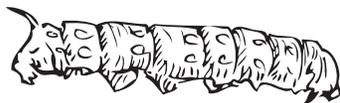
Children cut out the pictures and match the animals with their habitat. They then paste them together on a piece of paper.

Name: _____ Date: _____

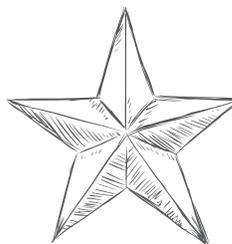
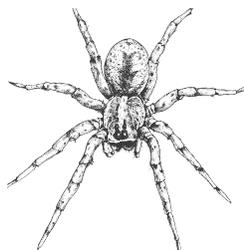
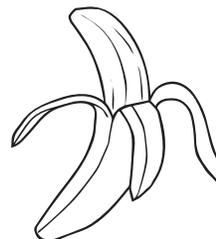
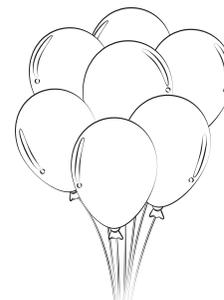
Letter b

You will need: coloured pencils or crayons

- Colour the pictures that begin with the sound 'b'.
- Cross out the pictures that do not begin with the sound 'b'.



b



Main teaching focus

Graphophonics: Initial letter names/sounds;
Phonemic awareness: Recognizing beginning sounds.

Teacher's note

Children colour the pictures that begin with the sound 'b' and cross out the pictures that do not begin with 'b'.

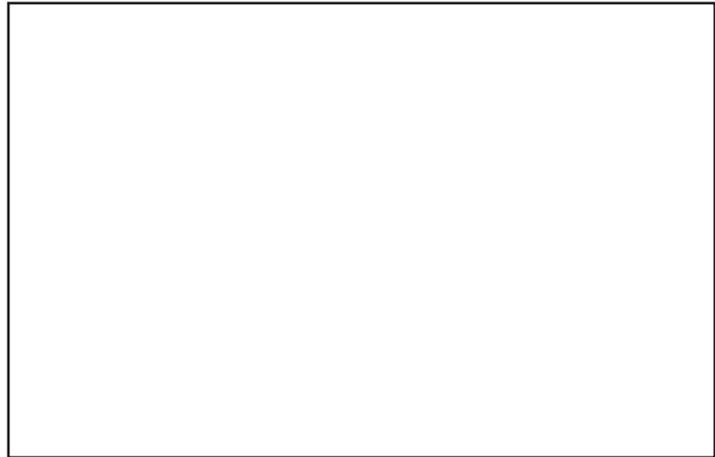
Name: _____ Date: _____

Writing

You will need: coloured pencils or crayons

- Trace the words of the sentence.
- Draw a picture of a minibeast to complete the sentence.

Look at the



Look at the

**Main teaching focus**

Writing: Write sentences using sentence prompt; handwriting; *Vocabulary:* High-frequency words.

Teacher's note

Children trace the words of each sentence (encourage the correct starting point and direction of all letters). In the boxes, children draw a picture of a minibeast to complete the sentence.

Toys that Float

Level: 1 Non-fiction Word count: 40 Text type: Report (information)



High-frequency words introduced: at, Look, the

Programme links: *Toys that Float* E-Book

Curriculum link: me/family, science, creative play

Sentence structure: Look at the _____ float.

Text summary: Look at all the toys that float in the water.

Tuning in

- Get children to discuss the concept of floating. Ask, *What does it mean if something floats? Where might you see something float? What is the opposite of floating?* Children talk about things that they have seen float or sink. Provide children with a tub of water and they place different items in the tub to see if they float or sink.

Book walk

- Introduce the text. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title?*
- Get children to predict what the book will be about. Discuss the cover. Ask, *What can you see? What do you think the girl is going to do with the toys? Do you think the toys will float or sink?*
- Flip through the book. Encourage discussions about the events and pictures. When discussing the book use vocabulary from the text. Discuss how pictures can help us to understand the meaning of the text and assist us with reading unfamiliar words.

pp. 2–3 Ask, *What can you see floating in the water?*

pp. 4–5 Ask, *Does the frog float?*

How do you know that the frog floats?

pp. 6–7 Ask, *What is floating in the water?*

pp. 8–9 Ask, *Does the fish float or sink?*

Where is it floating?

pp. 10–11 Ask, *What can you see floating in the water?*

Does the ring float?

pp. 12–13 Ask, *Does the cup float or sink?*

pp. 14–15 Ask, *What toy can you see floating in the water?*

p. 16 Ask, *Where is the boat?*

Does the boat float in the water?

Reading the text

- Get children to read the text out loud. 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.
- Stop at any words the children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you find out this word? Did that make sense?*
- Encourage children to look at the pictures. Ask, *Can the pictures help you work out the meaning of the word?*
- Talk about the repetitive sentence structure in the text: 'Look at the _____ float.' Children locate where this sentence occurs in the text.
- Children relate the text to their own experiences. Ask, *Have you put your toys in water? What toys do you have that float? When have you played with toys that float?*
- Children summarise the text in their own words. Ask, *What happened in the book? What toys did the children have that floated? How did they find out if the toy floated?*
- Ask inferential questions such as: *What might happen if they placed a stone in the water? What might happen if they placed a leaf in the water? Can you think of any toys that would not float? Why do you think these toys float?*

After reading

Focus specifically on meaning, structure and visual cues that children found difficult while reading. Focus on phrasing and repetitive flow of the text.

Choose from the following activities:

Comprehension

- **Matching:** Children recall the events of the text. Ask, *Which toys floated?* On a sheet of paper, write the sentence 'Look at the frog float.' Children read the sentence and draw a picture to match. Repeat with other sentences from the text. Children complete **PW 52** (page 88).

- *Sequencing*: Discuss the importance of sentences making sense in our mind when we read. Copy the sentence 'Look at the frog float' onto cards (one word per card). Mix up the cards and get children to sequence the sentence so that it makes sense. Discuss the strategies they used and they reread the sentence to make sure it makes sense. Repeat with other sentences from the text.

Phonological awareness/Graphophonics

- Discuss how looking at the initial letter can assist with reading the word. Identify the word 'ball' and say, *This word starts with the sound 'b'. What can you see in the picture that starts with this sound?* Repeat with other words such as 'frog', 'cup' and 'boat'.
- Turn to pages in the text and point to the toys. Ask, *What sound does this toy begin with?* Children look at the writing in the text to see if they identified the correct sound. Children complete **PW 53** (page 89). Say the words 'ball' and 'boat' to the children. Ask, *What do you notice about the beginning sounds of these words?* Discuss how they have the same beginning sound. Children locate the words in the text and identify the letter 'b' at the beginning of each word. Children brainstorm other words that begin with the 'b' sound.

Vocabulary

- *High-frequency words*: 'at', 'Look', 'the'. Children locate these words in the text. Ask, *How many times can you find each word in the text?*
- Children practise writing the high-frequency words. They write them in lowercase letters and then in uppercase letters. Ask children to practise reading their words and then a partner's words.

Fluency

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

Text conventions

- *Uppercase and lowercase letters*: Discuss uppercase and lowercase letters with the children. Ask them to identify uppercase and lowercase letters in the text. Discuss how capital letters are used at the beginning of sentences.
- *Full stops*: Talk about how full stops are used at the end of sentences. Flip through the book and children identify the full stops on each page.
- *Front cover/Back cover*: Children identify the front and back cover of the book. Ask, *Which way do you hold the book before you start reading?* As a group, look at the front cover. Identify the title. Ask, *Why do you think this picture is on the front cover?* Then children locate the back cover of the book.

Writing

- Children draw a picture of a tub of water and then draw toys or items that float in the water. Provide children with the sentence prompt: *Look at the _____ float.* Children use the sentence prompt to write sentences about their drawing.

► English Language Learners

- Place a small tub of water on a table in the classroom. Provide children with a copy of **PW 54** (page 90) and a collection of items. Children take turns selecting an item, predicting if it will float or sink and then placing it in the tub of water. Children observe if the item floats or sinks and then records the item on the chart on PW 54. Encourage children to name and describe each item.

► Assessment

- Note the child's responses, attempts and reading behaviours before, during and after reading.
- PWs 52, 53 and 54 completed
- Collect work samples, e.g. PW 52 could be kept in the child's portfolio
- Complete Running Record (page 218)

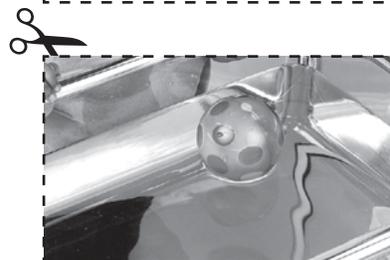
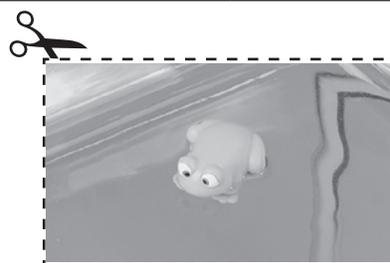
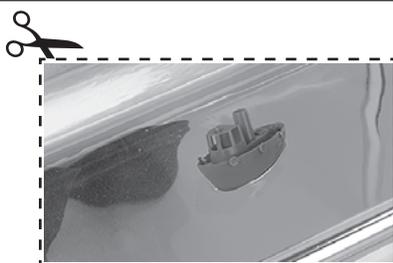
Name: _____ Date: _____

Picture sentence match

You will need: scissors, glue

- Cut out the pictures.
- Paste the picture next to the sentence it matches.

Look at the ball float.	
Look at the frog float.	
Look at the duck float.	
Look at the boat float.	



Main teaching focus

Comprehension: Recalling events from the text; matching.

Teacher's note

Children cut out pictures and match them to the sentences.

Name: _____ Date: _____

Beginning sounds

- Circle the letter that matches the beginning sound of each picture.

 <p>b s t</p>	 <p>h w r</p>
 <p>m r f</p>	 <p>s c p</p>
 <p>g d l</p>	 <p>c b a</p>
 <p>f n o</p>	 <p>d t b</p>

Main teaching focus

Graphophonics: Initial letter names/sounds;

Phonemic awareness: Recognizing beginning sounds.

Teacher's note

Children identify the beginning sound of each picture and circle the correct letter.

Name: _____ Date: _____

Float or sink?

You will need: a tub of water, collection of items to float or sink, coloured pencils or crayons

- Place the items, one at a time, into the tub of water.
- Draw pictures to record whether they float or sink.

float	sink

Main teaching focus

Oral language: Floating and sinking; compare and contrast.

Teacher's note

Children place the items (e.g. boat, pencil, apple, stone, leaf, stick) into a tub of water. They then draw pictures to record whether the item floats or sinks.

Clouds

Level: 1

Non-fiction

Word count: 39

Text type: description



High-frequency words introduced: at, Look, the

Programme links: Clouds E-Book

Curriculum links: science, environment

Sentence structure: Look at the _____ clouds.

Text summary: Look at the clouds that are different sizes and colours.

Tuning in

- As a group, look out the window to see if there are any clouds in the sky. Ask, *Can you see any clouds? What size are the clouds? What colour are the clouds? What might happen if there are clouds in the sky?*
- Provide children with pencils and paper. Get them to draw a picture of clouds in a sky. Ask them to describe the clouds in their picture using adjectives such as big, small or fluffy.

Book walk

- Introduce the book. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title?*
- Ask children to predict what the text will be about. Discuss the cover photo. Ask, *What can you see? What colour are the clouds? Where are the clouds? What might we learn about in the book?*
- Flip through the book. Encourage discussions about the events and photographs. When discussing the story, use vocabulary from the text. Discuss how photographs can help us to understand the meaning of the text and assist us with reading unfamiliar words.

pp. 2–3 Ask, *What size are these clouds?*
Are they big clouds or small clouds?

pp. 4–5 Ask, *What size are these clouds?*
Are they big clouds or little clouds?

pp. 6–7 Ask, *What colour are these clouds?*
Get children to point to the word 'white'.
Discuss how the colour of this word is the same as the colour of the clouds.

pp. 8–9 Ask, *What colour are these clouds?*
Get children to point to the pink clouds and the word 'pink'.

pp. 10–11 Ask, *What colour are these clouds?*
Get children to point to the orange clouds and the word 'orange'.

pp. 12–13 Ask, *What colour are these clouds?*

Get children to point to the grey clouds and the word 'grey'.

Ask, *What might happen if there are grey clouds in the sky?*

pp. 14–15 Ask, *What colour are these clouds?*

Get children to point to the black clouds and the word 'black'.

Ask, *What might happen if there are black clouds in the sky?*

p. 16 Ask, *What can you see in the sky?*

Where are the clouds?

Reading the text

- Get children to read the text 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.
- Stop at any words the children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*
- Encourage children to look at the photographs. Ask, *Can the pictures help you work out the meaning of the word?*
- Talk about the repetitive sentence structure in the text: 'Look at the _____ clouds.' Encourage children to locate where this phrase occurs in the text.
- Encourage children to relate the text to their own experiences. Ask, *Where can you see clouds? What type of clouds are in the sky today?*
- Ask inferential questions such as: *What might happen if you see grey or black clouds in the sky? What clouds might you see on a warm, sunny day?*

After reading

Focus specifically on meaning, structure and visual cues that children found difficult while reading. Focus on phrasing and repetitive flow of the text.

Choose from the following activities:

Comprehension

- Copy a sentence from the text onto cards (one word per card). Mix up the cards and get children to sequence the cards back into the correct order. Discuss strategies such as putting the uppercase letter at the start, the full stop at the end, and rereading to make sure it makes sense. Ask children to draw a picture to match the sentence. Get them to complete **PW 55**.
- Encourage children to each draw a picture of a cloud from the text. For example, they may draw a pink cloud. On strips of paper, write sentences from the text, such as, 'Look at the pink clouds.' Get children to match the sentences with the cloud in their drawing.

Phonological awareness/Graphophonics

- Discuss how looking at the initial letter can assist with reading the word. Identify the word 'cloud' and say, 'This word starts with the sound 'c'. What can you see in the photographs that starts with this sound?' As a group, brainstorm other words that begin with the 'c' sound. Get children to complete **PW 56**.
- Say the word 'pink' to the children. Ask, 'What sound can you hear at the beginning of the word? What sound can you hear at the end of the word?' Encourage children to say the word aloud to help them recognise the sounds. Repeat by selecting other words from the text such as 'cloud' and 'black'.

Vocabulary

- *High-frequency words:* 'at', 'Look', 'the'. Get children to locate these words in the text. Write these words on flash cards and, as a group, encourage children to practise reading these words.
- Provide children with playdough and ask children to create the sight words by making the letters with the playdough. Encourage the children to make them in both upper- and lowercase letters.

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 reading the text to each other smoothly and without stopping.

Text conventions

- *Uppercase and lowercase letters:* Discuss upper- and lowercase letters with the children. Ask them to identify upper- and lowercase letters in the text. Discuss how capital letters are used at the beginning of sentences.
- *Full stops:* Talk about how full stops are used at the end of sentences. Flip through the book and get children to identify the full stops on each page.

Writing

- Get children to draw a picture of clouds. Encourage them to describe the colour and size of the clouds in their drawing. Provide the sentence prompt 'Look at the _____ clouds.' Ask children to copy and complete sentences to match their drawing. Encourage children to use sound–letter correspondence.

English Language Learners

- Ask children to talk about the colours of the clouds in the text. Ask, 'What colours were the clouds? What colour clouds have you seen?' Write the words 'white', 'pink', 'orange', 'grey' and 'black' each on a piece of a paper. As a group, brainstorm other items that are these colours and get children to draw pictures of them on the pieces of paper. Get children to complete **PW 57**.

Assessment

- Note the child's responses, attempts and reading behaviours before, during and after reading.
- PWs 55, 56 and 57 completed
- Collect work samples, e.g. PW 55 could be kept in the child's portfolio
- Complete Running Record (page 219)

Name: _____ Date: _____

Make a sentence

You will need: scissors, glue, coloured pencils

- Cut, match and paste the words to make a sentence.
- Draw a picture to match the sentence.

Look at the pink clouds.

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at the Look clouds. pink

Main teaching focus

Comprehension: Matching words in a sentence.

Teacher's note

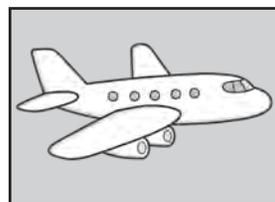
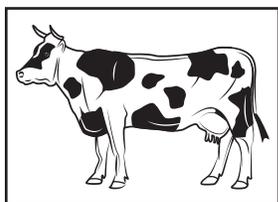
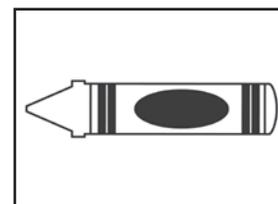
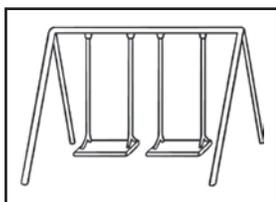
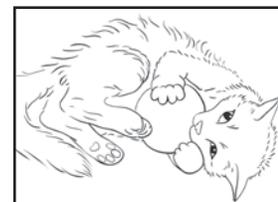
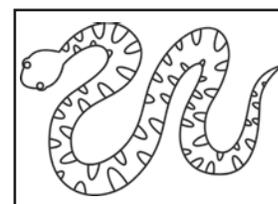
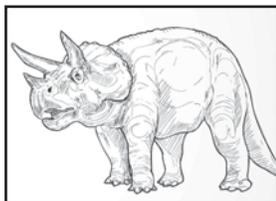
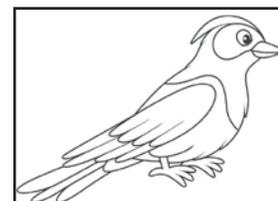
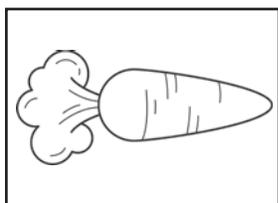
Children cut out the boxed words at the bottom of the page and paste each under the matching word in the sentence above. Then they draw a picture of pink clouds to match the sentence.

Name: _____ Date: _____

'c' words

You will need: coloured pencils

- Colour the pictures that begin with 'c'.
- Put a cross on the pictures that do not begin with 'c'.



Main teaching focus

Graphophonics: Initial letter sounds/names; Phonemic awareness: Recognizing beginning sounds of words

Teacher's note

Children colour in the words that begin with the 'c' sound. They put a cross on pictures that do not begin with the 'c' sound.

Name: _____ Date: _____

Colours

You will need: coloured pencils

- Think of things that are white, pink, orange, grey and black.
- Draw pictures of them in the boxes.

White	Pink	Orange

Grey	Black

Main teaching focus

Oral language development: Theme words – colours.

Teacher's note

Children draw pictures to match the colour that is written in each box. Note: Children will need assistance reading the text in each box.

I Am Helping

Level: 1

Non-fiction

Word count: 39

Text type: description



High-frequency words introduced: am, I, my

Programme link: *I Am Helping* E-Book

Curriculum link: me/family

Sentence structure: I am helping my _____.

Text summary: Read about many different ways that we can help people in our family.

Tuning in

- Get children to think of the ways they can help people. Ask, *What do you do to help people? Why is it nice to help people? Who can you help?*
- Provide children with a piece of paper and markers. Get them to draw a picture of the people in their family. Ask, *How do you help each of these people?*

Book walk

- Introduce the book. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title?*
- Encourage children to predict what the text will be about. Discuss the cover photograph. Ask, *What can you see? What is the girl doing? Who do you think she is helping? How is she helping? What other things might she do to help?*
- Flip through the book. Encourage discussions about the events and photographs. When discussing the text, use vocabulary from the book. Discuss how photographs can help us to understand the meaning of the story and assist us with reading unfamiliar words.

pp. 2–3 Ask, *Who is the girl helping? How is she helping her family?*

pp. 4–5 Ask, *Who is the boy helping? What are they doing? What is he doing to help his mum?*

pp. 6–7 Ask, *Who is the boy helping? What job do you think he is helping his dad do? What might they use the sponge and bucket for?*

pp. 8–9 Ask, *Who is the boy helping? How is he helping his brother? How do you think his brother feels when he helps him?*

pp. 10–11 Ask, *Who is the boy helping? How is he helping his sister? What job are they doing together?*

pp. 12–13 Ask, *Who is helping in this picture? How is the boy helping his grandma?*

pp. 14–15 Ask, *Who is the boy helping? What do you think he is doing to help his grandma?*

p. 16 Ask, *Who is helping in this picture? How is the big brother helping?*

Reading the text

- Get children to read the text 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.
- Stop at any words the 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 photos. Ask, *Can the pictures help you work out the meaning of the word?*
- Talk about the repetitive sentence structure in the text: 'I am helping my _____.' Encourage children to locate where this phrase occurs in the text.
- Ask children to relate the text to their own experiences. Ask, *Who do you help? How do you help people in your family?*
- Get children to summarise the story in their own words. Ask, *What happened in the text? Who was helping their family? What things did they do to help their family?*
- Ask inferential questions such as: *What do you think the boy and his dad are going to do? What might happen if the boy didn't help his brother after he fell? What other things might the boy do to help his mum in the kitchen?*

After reading

Focus specifically on meaning, structure and visual cues that children found difficult while reading. Focus on phrasing and repetitive flow of the text.

Choose from the following activities:

Comprehension

- Ask children to recall the events of the text. Ask, *Who were the children helping in the text? How were they helping?* Write sentences from the text onto strips of paper. Support children in reading the sentences and encourage them to draw pictures to match the sentences on pieces of paper. Jumble up the sentences and pictures and then get children to match them back together. Get children to complete **PW 58**.
- Copy sentences from the text onto a large piece of paper but leave out one word from each sentence, e.g. *I _____ helping my mum*. Read the sentence with the children and talk about how it doesn't make sense with the word missing. Encourage children to work out the missing word. Write 'am' in the sentence. Get children to reread the sentence to check for meaning. Repeat with other sentences from the text.

Phonological awareness/Graphophonics

- Discuss how looking at the initial letter can assist with reading the word. Identify the word 'mum' and say, *'This word starts with the sound 'm'. What can you see in the illustration that starts with this sound?'* Repeat with other words such as 'grandma', 'dad' and 'brother'.
- Say the words 'grandma' and 'grandpa' to the children. Ask, *What do you notice about the beginning sounds of these words?* Discuss how they have the same beginning sound. Encourage children to brainstorm other words that begin with the 'g' sound.

Vocabulary

- *High-frequency words:* 'am', 'I', 'my'. Write these words on flash cards and, as a group, get children to practise reading these words.
- Write the high-frequency words onto cards (two cards per word). Get children to play games such as Noughts and Crosses or Snap using the cards.
- Encourage children to locate the high-frequency words in the text. Ask, *How many times can you find each word in the text?* Get children to complete **PW 59**.

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 reading the text to each other smoothly and without stopping.

Text conventions

- *Uppercase and lowercase letters:* Discuss upper- and lowercase letters with the children. Ask them to identify upper- and lowercase letters in the text. Discuss how capital letters are used at the beginning of sentences.
- *Full stops:* Talk about how full stops are used at the end of sentences. Flip through the book and get children to identify the full stops on each page.
- *Front cover/Back cover:* Ask children to identify the front and back cover of the text. Ask, *Which way do you hold the book before you start reading?* As a group, look at the front cover of the text. Identify the title. Ask, *Why do you think this picture is on the front cover?* Then get children to locate the back cover of the book.

Writing

- Encourage children to discuss who they help and what they do to help them. Provide children with **PW 60** and ask them to draw a picture of how they help someone. Then ask them to complete the sentence at the bottom of the page by tracing, copying and using sound–letter correspondence.

English Language Learners

- As a group, get children to make a list of different people they can help, such as their family, friends and teachers. Provide children with paper and get them to draw pictures of how they help these people. Encourage children to compare and contrast the way they help different people. Ask, *Do you help your teachers with the same jobs that you help your mum or dad with? What is similar about how you help your family and how you help your friends? Why do you help different people in different ways?*

Assessment

- Note the child's responses, attempts and reading behaviours before, during and after reading
- PWs 58, 59 and 60 completed
- Collect work samples, e.g. PW 58 could be kept in the child's portfolio
- Complete Running Record (220)

Name: _____ Date: _____

Sentence and picture match

You will need: scissors, glue

- Cut out the pictures.
- Read the sentences. Match and paste the pictures.

I am helping my family.	
I am helping my mum.	
I am helping my dad.	
I am helping my brother.	
I am helping my sister.	
I am helping my grandma.	



Main teaching focus

Comprehension: Matching sentences and pictures.

Teacher's note

Children cut out the boxes, match and paste them with the sentences above.

Name: _____ Date: _____

Tunnel, trace, write!

- Tunnel and trace the high-frequency words and then write each word on your own.

am

am

I

I

my

my

Main teaching focus

Vocabulary: High-frequency words;
Writing: Handwriting

Teacher's note

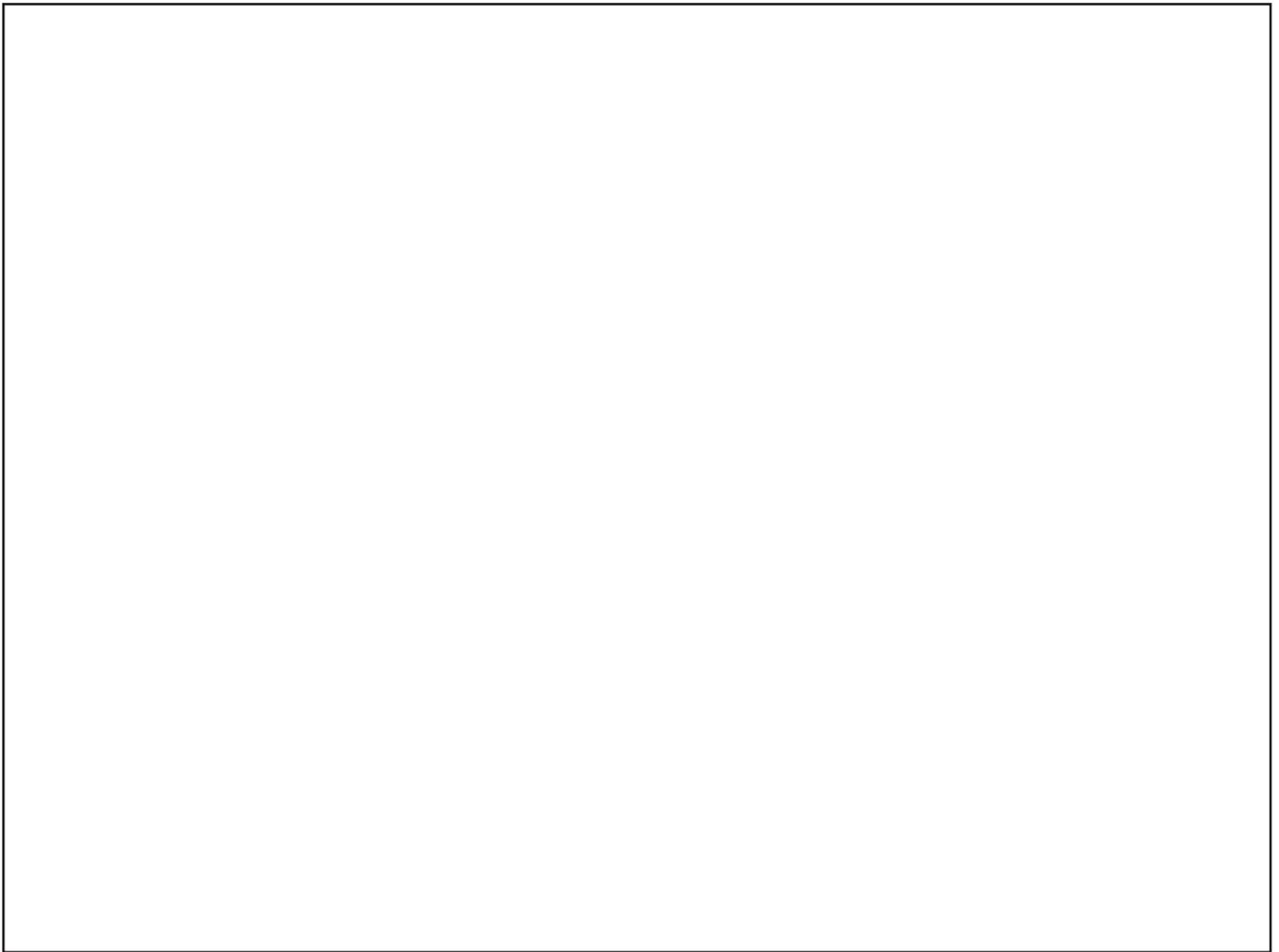
Children tunnel and trace the high-frequency words and then write them in the boxes.

Name: _____ Date: _____

Who do you help?

You will need: coloured pencils

- Draw a picture of yourself helping someone.
- Complete the sentence about your picture.



I am helping my _____ .

Main teaching focus:

Writing: Compose text about personal experiences;
sound-letter correspondence

Teacher's note:

Children draw a picture of themselves helping someone. Then they trace over the sentence and complete it using sound-letter correspondence.

To the Shops



Level: 2

Fiction

Word count: 71

Text type: Narrative

High-frequency words introduced: can, to

High-frequency words consolidated: am, at, go, I, look, me, the

Programme links: *To the Shops* E-Book, *My Shopping* (non-fiction), Digital Poster 'To Market'

Curriculum link: me/family, community

Sentence structure: Look at me.
I can go to the _____.
I am at the _____.

Story summary: A girl and her dad go to different places in their community.

Tuning in

- Discuss the concept of 'look'. Ask, *What does 'look' mean? What do we use to look at objects?* Point to your eyes. Say, *Our eyes help us to look at objects.* Look around the room. Ask, *What are some things you can look at in the classroom?*
- Discuss the concept of 'go'. Ask, *What does 'go' mean? Where can a person go to? Where do you go with your family?* Brainstorm all the places we can 'go'.

Book walk

- Introduce the story. Give each child a copy of the book. Discuss the cover illustration.
- Read the title. Ask, *How many words are in the title? Let's count them.*
- Flip through the book. Encourage discussion about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and to read unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3: Point to the word 'to'. Say, *This word is 'to'. Where is the girl going to? Who is with the girl?*

pages 4–5: Point to the word 'to'. Say, *This word is 'to'. Where is the girl going to now? What might the girl do?*

pages 6–7: Point to the word 'to'. Say, *This word is 'to'. Where is the girl going to now? Why are they holding their noses? What is the girl going to do now? What is the girl wearing?*

pages 8–9: Point to the word 'to'. Say, *This word is 'to'. Where is the girl going to now? What animals can the girl see?*

pages 10–11: Point to the word 'to'. Say, *This word is 'to'. Where is the girl going to now? What is she wearing on her back?*

pages 12–13: Point to the word 'to'. Say, *This word is 'to'. Where is the girl going to now? What are the girl and her dad doing?*

pages 14–15: Point to the word 'to'. Say, *This word is 'to'. Where is the girl going to now? What might they do next?*
page 16: Ask, *Where is the girl? Who is the girl with? What does the girl's face tell us about how she is feeling? What is the girl looking at?*

Reading the text

- Get children to read out loud. Focus on meaning, structure and visual cues. Stop at any words the children are having difficulty with and discuss decoding strategies. Look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Talk about the sentences: 'Look at me. I can go to the _____.' Ask children to find these words on each page.
- Have the children relate the text to their own experiences. Ask, *Have you ever been to the shops? What did you do at the shops? Did you buy anything from the shops? What can you buy from the shops? Have you ever been to a park? What can you see at a park? What can you do at a park? What play equipment can you find at a park? Who do you go to the park with? Have you ever been to a pool? Where was the pool? Was the pool inside or outside? What did you do at the pool? Who did you go to the pool with? Is it safe to go to the pool without an adult? Have you ever been to the zoo? What did you see at the zoo? What animals can you see at the zoo? Who have you been to the zoo with? Did you like the zoo? Have you ever been to a party? Whose party was it? Have you ever had your own party? What can you do at a party? Why do people have parties? Do you like going to parties? Have you ever been to a library? What do you do at a library? What can you find at a library? Have you ever been to a beach? What can you do at a beach? What can you see at a beach? Who do you go to the beach with? Have you ever been to a circus? What can you see at a circus? What do you do at a circus?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- *Recall/Sequencing:* Ask, *Can you think of some of the places the girl went with her dad?* Make a list of some of the different places. Children complete **PW 61** (page 103), colouring, cutting out the pictures of places where the girl went and pasting them in order onto a long strip of paper. Model the order first as a whole class. Note: the beach and circus are missing. Children could draw these places themselves.
- *Predicting:* Look at pages 2–3. Say, *The girl is going to the shops. What do you think she might do at the shops?* Discuss answers, e.g. buy food, buy clothes. Write on a piece of paper, 'Look at me. I am at the shops.' Children then draw what might happen next in the story, e.g. the little girl and her dad might buy some apples. Repeat for 'park', 'pool' and 'beach'.

Phonological awareness/Graphophonics

- Look at pages 4–5 and point to 'park'. Say, *This word is 'park'. What letter does the word 'park' start with?* Children identify that it begins with the letter 'p'. Go through the text and identify any other words that begin with 'p'. Conduct a letter 'p' brainstorm, listing words that begin with 'p'.

Vocabulary

- *Visual recognition of high-frequency words:* Focus on the shape and sounds of the introduced/consolidated high-frequency words. Where a high-frequency word begins a sentence, distinguish between its uppercase and lowercase form. Ask children how many times they can find the high-frequency words in the text. Read the book, counting each time they can find the words. Note: you may wish to select only those high-frequency words introduced. Children complete the high-frequency word search on **PW 62** (page 104), counting how many times they can find each word on the page.

Fluency

- Introduce the concept of 'reading like talking'. Model how to read the story with fluency. Show children how it would sound if they read with no fluency.
- Point out how to group words together to create natural phrasing, like speech, e.g. 'Look at me./I can go to the ____.' Choose children to act out the story, repeating the sentences in this way.

Text conventions

- *Full stops:* Look at the placement of the full stops. Say, *A full stop must be at the end of a sentence. Let's count the full stops.*

Writing

- Children complete **PW 63** (page 105), tracing over and copying sentences from the text.
- Make an 'I can go' class book. Give each child a piece of A4 paper, at the top of which is written: 'Look at me. I can go to the ____.' Children choose a place they have been before and fill in the missing word to complete the sentence (e.g. shop, beach, pool, park, friend's house, school). Note: brainstorm these words and list prior to children completing the sentence. Children then draw a picture of the place they have been. Staple the pages together to make a class book to be used for shared reading tasks.

► English Language Learners

- Collect catalogues from different supermarkets. On separate pieces of paper, write the following headings: 'Fruit and vegetables', 'Groceries', 'Bakery', 'Meat and fish'. Children cut out pictures from the catalogues and paste them on the appropriate piece of paper. Combine them to make an 'At the shops' collage.

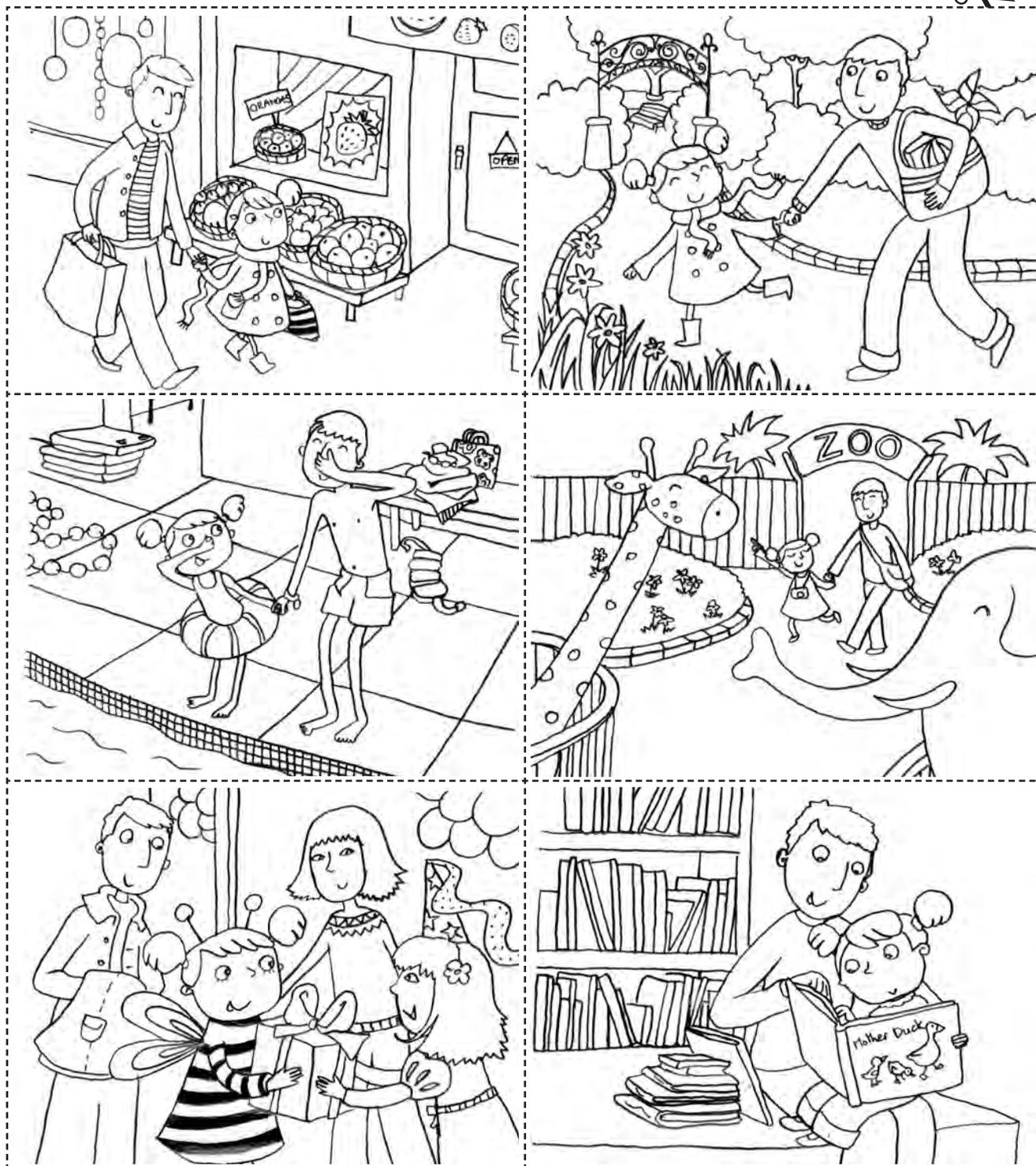
► Assessment

- 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 221)

Name: _____ Date: _____

Sequencing pictures

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



Main teaching focus

Comprehension: Recall/sequence events in the text.

Other teaching focus

Vocabulary: Places/locations.

Teacher's notes

Children colour and cut out the pictures of the places the girl went and paste them in order on a long strip of paper. Note: children may like to draw (in sequence) a picture of the girl and her dad at the beach and at the circus.

Name: _____ Date: _____

Trace and copy

Look at me.



I can go to the shops.

Look at me.



I can go to the park.

Main teaching focus

Writing: Handwriting/letter formation.

Teacher's notes

Using a pencil, children trace over and then copy the sentences from the text.

I Am Big

Level: 2

Fiction

Word count: 77

Text type: Narrative



High-frequency words introduced: big, can, on, play, this

High-frequency words consolidated: am, go, I, in, said, the

Programme links: *I Am Big* E-Book, *My Little Toys* (non-fiction), Digital Poster 'The Playground'

Curriculum link: me/family, physical activity

Sentence structure: "I am big," said _____.
"I can go on this _____."
"I can play in the _____."

Story summary: Lea goes to a park and plays on different types of play equipment.

Tuning in

- Discuss the concept of 'big'. Say, *What does 'big' mean?* Look around the classroom. Brainstorm some big items the children can see. Distinguish between big and little items in the room. Get two hoops. Place some 'big' items in one hoop and some 'little' items in the other hoop.

Book walk

- Introduce the story. Give each child a copy of the book. Discuss the cover illustration.
- Read the title. Say, *How many words are in the title? Let's count them.*
- Flip through the book. Encourage discussion about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and to read unfamiliar words. Discuss the facial expressions and hand gestures of the girl. When questioning, use vocabulary from the text.

pages 2–3: Point to the word 'big'. Say, *This word is 'big'. Where is Lea? What is Lea going on? What do you think Lea is going to do next?*

pages 4–5: Point to the word 'big'. Say, *This word is 'big'. Where is Lea now? What is Lea doing? What might Lea do next?*

pages 6–7: Point to the word 'big'. Say, *This word is 'big'. Where is Lea now? What play equipment is Lea on? What is Lea doing? Who might the other children be?*

pages 8–9: Point to the word 'big'. Say, *This word is 'big'. Where is Lea now? What is Lea going up? What does Lea's face tell us about how she is feeling? Where does the ladder go to? What might Lea do next?*

pages 10–11: Point to the word 'big'. Say, *This word is 'big'. Where is Lea now? What is Lea doing? What might Lea do next?*

pages 12–13: Point to the word 'big'. Say, *This word is 'big'. Where is Lea now? What is Lea going on now? What might Lea do next?*

pages 14–15: Point to the word 'big'. Say, *This word is 'big'. Where is Lea now? What is Lea doing?*

page 16: Ask, *What is Lea doing now? What does Lea's face tell us about how she is feeling? Where is Lea? What do you think Lea might do next?*

Reading the text

- Get children to read out loud. Focus on meaning, structure and visual cues. Stop at any words the children are having difficulty with and discuss decoding strategies. Look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Talk about the sentences: "I am big," said Lea. "I can go on the _____." Ask children to find these words on each page.
- Have the children relate the text to their own experiences. Ask, *Have you ever been to a park? Where was the park? Have you ever played on play equipment? Where have you played on play equipment? What different types of play equipment have you played on? Have you ever been on a slide? What do you do on a slide? Do you go up or down a slide? Have you ever been on a swing? What do you do on a swing? Have you ever been in a toy boat? What can you do in a boat? What could the boat be made out of? Have you ever been up a ladder? Where did the ladder go? Was the ladder high off the ground? Have you ever been over a bridge? Where was the bridge? Have you ever played on a bridge in a park? Where did the bridge go to? Have you ever been in a train? Where was the train? Did the train move? What can you do in a toy train? Have you ever played in a playhouse? Do you have a playhouse at home? What can you do in a playhouse?*
- Children summarise the story in their own words. Ask, *Can you tell me what happened in the story?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- *Recall:* Recall the events of the text. Ask, *Where were the different places Lea played? What did Lea play on? What was the first thing Lea played on?* Make a list of the different play equipment that Lea went on.
- *Sequencing:* Ask, *What was the first thing Lea did? What did Lea do next? What did Lea play on last?* Children use **PW 64** (page 108), colouring, cutting out and pasting the pictures in the order they occur in the text.

Phonological awareness/Graphophonics

- Look at pages 2–3 and point to the word ‘slide’. Ask, *Can anyone find the letter that slide starts with?* Children identify the letter by pointing to it or placing a counter on the letter. Do the same for the other words: ‘swing’, ‘boat’, ‘ladder’, ‘bridge’, ‘train’ and ‘playhouse’. Write the words on the board or paper as you go. At the end, ask, *Are there any words that start with the same letter? Can you point to the words that start with the same letter?* Children identify that ‘swing’ and ‘slide’ both start with the letter ‘s’ and ‘boat’ and ‘bridge’ both start with the letter ‘b’. Brainstorm and write words that start with ‘b’ and ‘s’ and display them around the room. Ask, *What sound does ‘s’ make? What sound does ‘b’ make?* Children complete **PW 65** (page 109), writing the letter that each piece of play equipment starts with under the corresponding picture.

Vocabulary

- *Visual recognition of high-frequency words:* Focus on the shape and sounds of the introduced/consolidated high-frequency words. Ask children how many times they can find the high-frequency words in the text. Go through the book, counting each time they can find the words. Play a flash card game using the high-frequency words from the text. Ask children if they can find any ‘little’ words inside ‘can’ and ‘this’.
- *Synonyms (other words for ‘said’):* Look at pages 2–3 and point to the word ‘said’. Say, *This word is ‘said’. It tells us that someone is talking. Who is talking? We can use other words for ‘said’, like ‘yelled’, ‘screamed’ and ‘whispered’. Can you think of any other words to show that Lea said something?*
- *Antonyms/opposites:* Look at pages 2–3 and point to ‘big’. Ask, *What is the opposite to ‘big’?* (little or small) Look at pages 4–5 and point to ‘can’. Say, *This word is ‘can’. What is the opposite to ‘can’?* (can’t) Look at pages 6–7 and point to ‘on’. Say, *This word is ‘on’. What is the opposite of ‘on’?* (off) Look at pages 14–15 and point to ‘in’. Say, *This word is ‘in’. What is the opposite to ‘in’?* (out)

Fluency

- *Reading like talking:* Introduce the concept of ‘reading like talking’. Model how to read the story with fluency. Show children how it would sound if they read without fluency.
- *Model phrasing:* Point out how to group words together to create natural phrasing, like speech, e.g. “I am big,”/said Lea./“I can go on this _____.” Choose children to act out the story, repeating the sentences in this way.

Text conventions

- *Full stops:* Look at the placement of the full stops. Say, *A full stop must be at the end of a sentence. Let’s count the full stops.*
- *Speech marks:* Look at pages 2 and 3 and point to the speech marks. Say, *These are speech marks. They show us when someone is talking.* Ask children to point to the sets of speech marks on each page.

Writing

- Make individual ‘I am big’ books. Fold four pieces of A4 paper in half from top to bottom. Staple down the folded side. On the front cover write: ‘I am big.’ On the top of each subsequent page write: “I am big,” said _____. “I can go on this _____.” Children fill in the sentence with their name and a piece of playground equipment they would find at a park and draw a picture to match the sentence.

► English Language Learners

- Make an ‘I am big’ photo board. Take the children into the school playground. Take photos of them using different play or sports equipment. Print out photos and get children to complete **PW 66** (page 110).

► 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 66 could be kept in the child’s portfolio
- Complete Running Record (page 222)

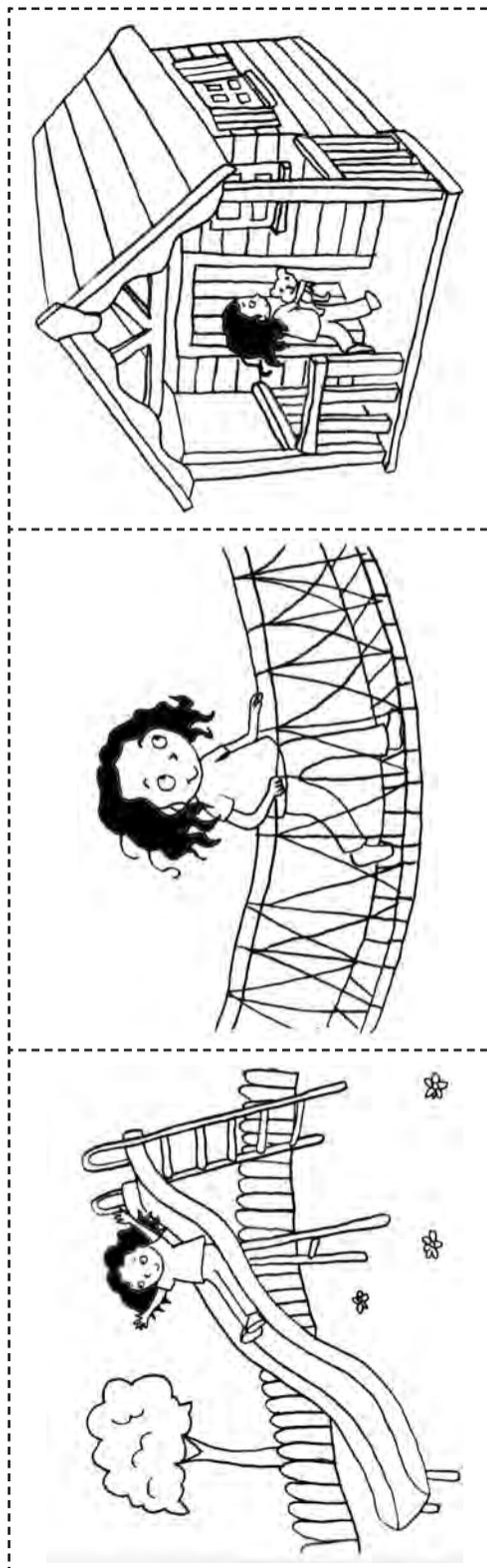
Name: _____

Date: _____

Sequencing

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

First	Next	Last
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Main teaching focus

Comprehension: Recall facts from the text.
Sequence events in the order they occurred.

Other teaching focus

Vocabulary: Playground equipment/parks.

Teacher's notes

Children colour and cut out the pictures from the text and paste them in the boxes in first, next and last order.

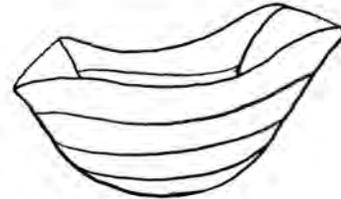
Name: _____

Date: _____

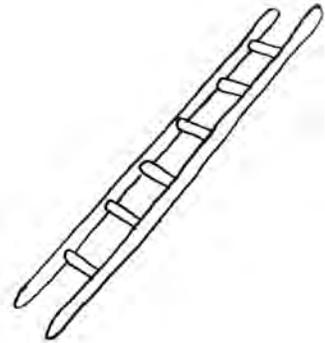
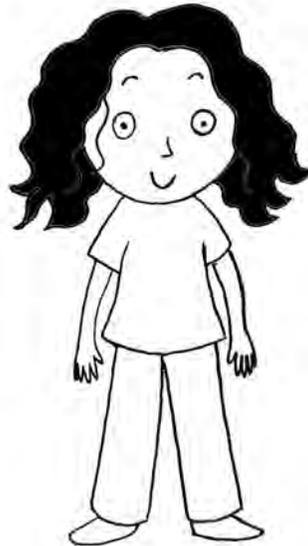
Letter sounds

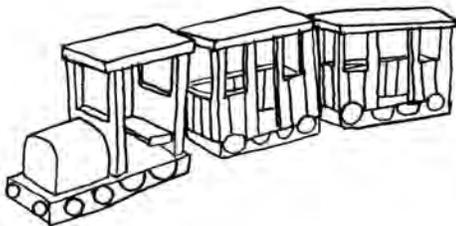


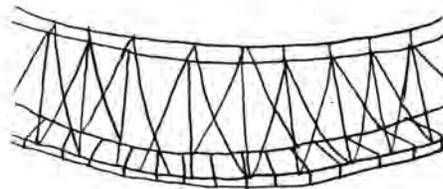












Main teaching focus

Graphophonics: Initial letter names/sounds.

Other teaching focus

Comprehension: Recall of items/objects from the text.

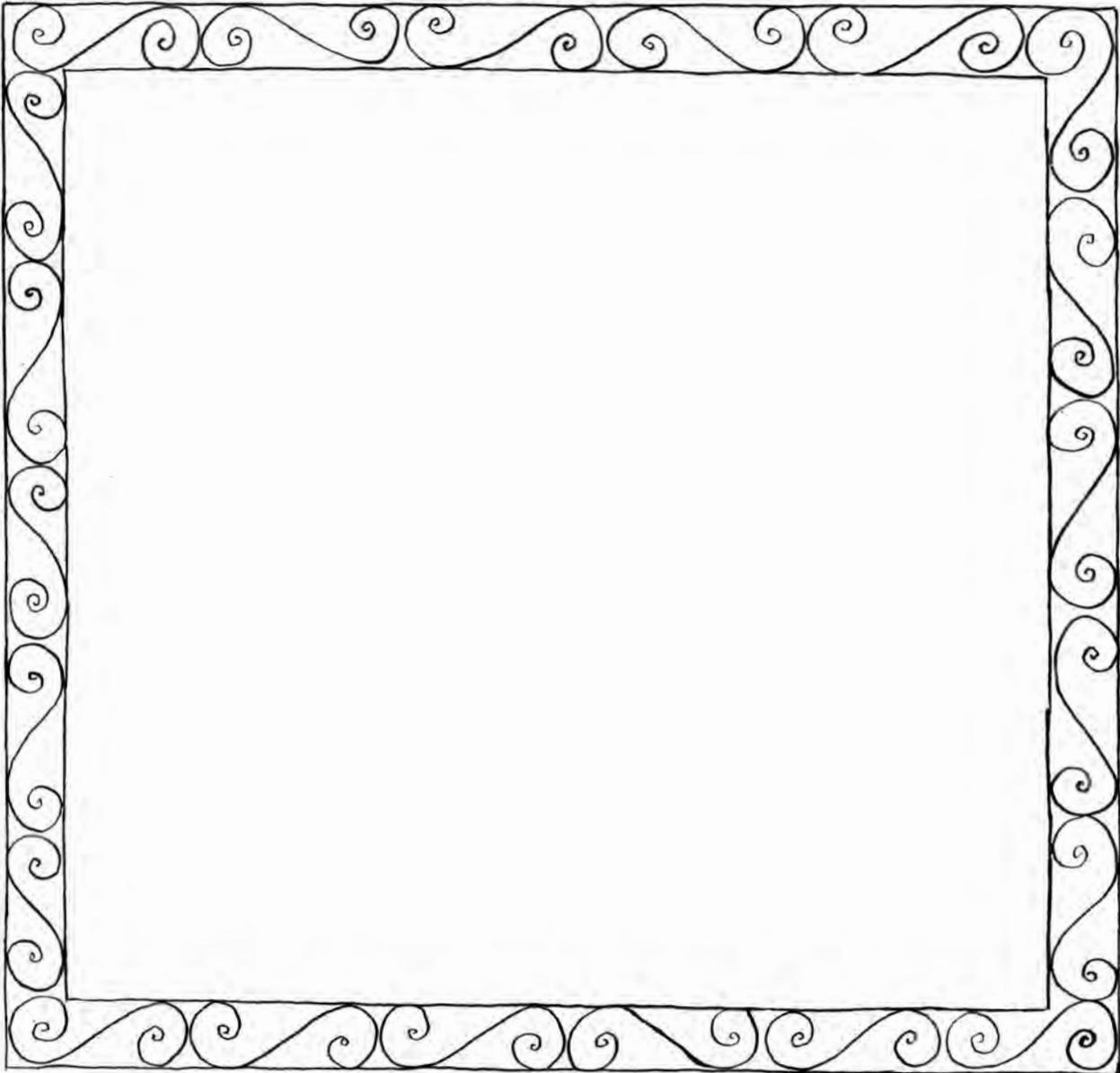
Teacher's notes

Children identify the initial letter of the play equipment in the text and write the letter in the box below the matching picture.

Name: _____ Date: _____

Photo board

You will need: scissors, glue, photos of children, coloured pencils or crayons



I am big.

I can play on this _____.

Main teaching focus

Fluency: Reading like talking. *Writing:* Sentence structure.

Other teaching focus

Oral language development: Play vocabulary.

Teacher's notes

Take photos of individual children playing on equipment in the playground; paste each child's picture in the frame on the PW. Children complete the sentence with the name of the equipment shown in the photo.

My Big Sandcastle



Level: 2 Fiction Word count: 71 Text type: Narrative

High-frequency words introduced: big, can, Mum

High-frequency words consolidated: go, here, is, look, my, said, the

Programme links: *My Big Sandcastle* E-Book, *The Castle* (non-fiction), Digital Poster 'Five Little Sandcastles'

Curriculum link: me/family, creative play

Sentence structure "Look, Mum!" said _____. "The _____ can go here."
"Look!" said _____. "Here is my big _____."

Story summary: Alex uses a range of materials to build a sandcastle while his mum watches.

Tuning in

- Talk about sandcastles and where they are usually built. Ask, *Have you ever built a big sandcastle? Where did you build it? What did you put on it?*
- Discuss the concept of 'look'. Ask, *What does 'look' mean? We use our eyes to look at different things.* Play a game of 'I Spy', where children look for different objects around the room beginning with consonants you nominate, e.g. 'b' for 'big', 'm' for 'mum' (high-frequency words introduced).

Book walk

- Introduce the story. Give each child a copy of the book. Discuss the cover illustration.
- Read the title. Ask, *How many words are in the title? Let's count them.*
- Flip through the book. Encourage discussion about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and to read unfamiliar words. Discuss the facial expressions and hand gestures of the characters. When questioning, use vocabulary from the text.

pages 2–3: Point to the word 'Look'. (Note: present 'Look' with both an uppercase and a lowercase 'l'. Discuss.) Say, *This word is 'look'. Where is Alex? What is he doing? What is Alex playing with? Who is in the background? Can you find the word 'Mum' on this page?*

pages 4–5: Point to the word 'Look'. Say, *This word is 'look'. What is Alex doing now? What is he making? How is Alex making a tunnel? What is Mum doing?*

pages 6–7: Point to the word 'Look'. Say, *This word is 'look'. What has Alex got now? What is he going to do? Where has Alex put the rocks?*

pages 8–9: Point to the word 'Look'. Say, *This word is 'look'. What is Alex doing now? What has he got? What is Alex making with the sticks? What does his face tell us about how he is feeling?*

pages 10–11: Point to the word 'Look'. Say, *This word is 'look'. What has Alex got now? What is he doing with the*

leaves? What colours are the leaves? What do you think Alex might do next? What is Mum doing?

pages 12–13: Point to the word 'Look'. Say, *This word is 'look'. What is Alex doing now? Where is the water? Why do you think he is putting water there? How do you think he got the water there? What do you think Alex might do next?*

pages 14–15: Point to the word 'Look'. Say, *This word is 'look'. What has Alex got now? What is he doing with the wood? Why does he need the wood? What would happen if Alex didn't use the wood as a bridge? Do you think Mum likes the sandcastle? How can you tell?*

page 16: Point to the word 'Look'. Say, *This word is 'look'. What is Alex doing now? Has he finished? How do you know Alex has finished? What does Alex's face tell us about how he is feeling? What is he doing with the truck? What might he do next?*

Reading the text

- Get children to read out loud. Focus on meaning, structure and visual cues. Stop at any words the children are having difficulty with and discuss decoding strategies. Look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Talk about the sentences: "Look, Mum!" said Alex. "The _____ can go here." Ask children to find these words on each page. Talk about the exclamation mark and why it is used.
- Discuss the talking marks and explain that they tell us Alex is speaking.
- Have the children relate the text to their own experiences. Ask, *Do you have a sandpit at home? Have you ever played in a sandpit? Where have you played in a sandpit? At the park, at school, at a beach? Have you ever made a sandcastle? What did you use to make your sandcastle? Did you use water when you made a sandcastle? Did you use sticks/rocks/leaves/wood to make your sandcastle?*
- Children summarise the story in their own words. Ask, *Can you tell me what happened in the story?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- *Recall:* Ask, *What are some of the things Alex used to make his sandcastle? Did he use a hose? Who used the hose? Did he use a bucket?* List the different things he used.
- *Sequencing:* Children sequence events in beginning, middle and end order. Ask, *What was the first thing Alex did? What did he do next? What did Alex do after he made the tunnel? What did he do in the end?* Children complete **PW 67** (page 113), colouring and cutting out three pictures and pasting them in beginning, middle and end order.

Phonological awareness/Graphophonics

- Look at pages 2–3 and point to ‘sand’. Say, *This word is ‘sand’. Can anyone point to the letter that ‘sand’ begins with?* Children point to the letter ‘s’. Ask, *What sound does ‘s’ make?* Repeat for ‘tunnel’, ‘rocks’, ‘sticks’, ‘leaves’, ‘water’ and ‘wood’. Ask, *Are there any words that begin with the same letter?* Children identify ‘sand’ and ‘sticks’ and ‘water’ and ‘wood’. Children complete **PW 68** (page 114). Photocopy and cut out the Bingo cards so that each child has a card and some counters or bricks. Go through the Bingo card and ask children to identify the different words and their initial letter names/sounds. There are two words that are not in the book: ‘bucket’ and ‘hat’. Explore the initial letter names/sounds in these words. Say each of the words on the Bingo cards. Children place a counter on the picture of that item or its matching initial letter as you say it. The first to get three in a row calls ‘Bingo’.

Vocabulary

- *Visual recognition of high-frequency words:* Focus on the shape and sounds of the introduced/consolidated high-frequency words. Where a high-frequency word begins a sentence, distinguish between its uppercase and lowercase form. Ask children how many times they can find the high-frequency words in the text. Go through the book, counting each time they can find the words.
Note: you may wish to select only introduced high-frequency words. Ask, *Are any words used more than others?*
- On long strips of paper, write the following sentences: “Look, Mum!” said Alex. “The sand can go here.” “Look, Mum!” said Alex. “The tunnel can go here.” “Look, Mum!” said Alex. “The rocks can go here.” Cover one or two of the high-frequency words with sticky notes. Look at one sentence and say, *Some of the words in this sentence have been covered. Let’s read it together and see if we can work out which words have been covered.* Read the sentence together. Children identify the high-frequency words that

are covered. Uncover the words and see if the children were correct. Repeat for the other sentences. Children complete the cloze activity on **PW 69** (page 115).

Fluency

- Introduce the concept of ‘reading like talking’. Model how to read the story with fluency. Show children how it would sound if they read with no fluency.
- Point out how to group words together to create natural phrasing, like speech, e.g. “Look, Mum!”/said Alex.” “The _____ can go here.” Choose children to act out the story, repeating the sentences in this way. Ensure they add emphasis after ‘Mum’ because of the exclamation mark.

Text conventions

- Look at the front cover. Ask, *How many words can you see? Let’s count them.* Turn to pages 2–3. Ask, *How many words can you see? Let’s count them. Are there more words on pages 2 and 3 than on the front cover?* Turn to pages 4–5. Ask, *How many words can you see? Let’s count them. Are there more words on pages 4 and 5 than on pages 2 and 3?* Turn to pages 6–7. Ask, *Are any of the words on pages 4 and 5 the same as those on pages 6 and 7? Which words are the same? Which words are different? The only word that is different on each page is the last word. Why is this word different?*
- Discuss the use of the exclamation mark throughout the text and what it means. Review talking marks with the children.

Writing

- Make a class big book, ‘I can make a big sandcastle’—an instructional text about how to make a sandcastle. Ask, *What did Alex do first?* On big pieces of paper, write out the instructions for how to make a sandcastle. Have the children help with the instructions by scribing their suggestions. Children then draw pictures to match the text. Staple the pages together and read as a shared writing piece.

► English Language Learners

- Make a sandcastle. Go on a nature hunt and collect leaves, stones and sticks from around the school. If a sandpit is accessible, make a sandcastle as in the book using sand, stones, sticks and leaves. If there is no sandpit, make the castle from playdough and decorate it with sticks, stones and leaves.

► 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 223)

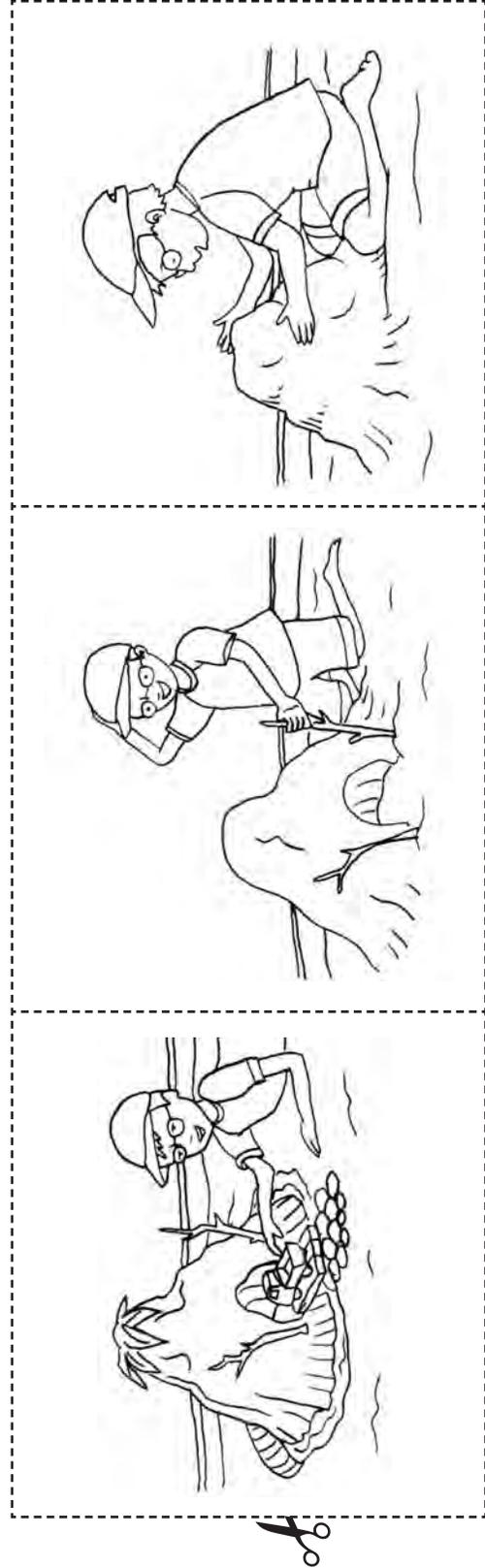
Name: _____

Date: _____

Sequencing pictures

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

Beginning	Middle	End
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Main teaching focus

Comprehension: Recall events in the text.
Sequencing events in beginning, middle and end order.

Other teaching focus

Oral language: Building/making vocabulary.

Teacher's notes

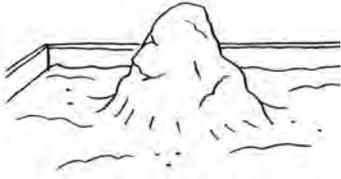
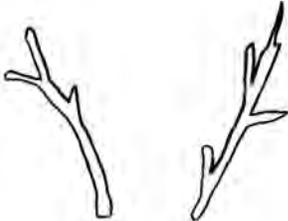
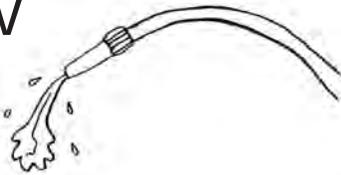
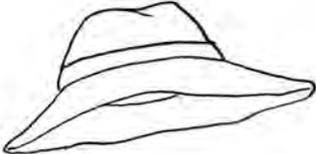
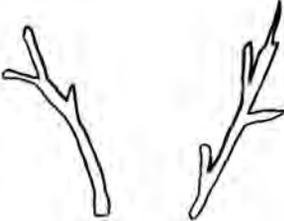
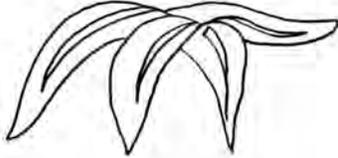
Children colour and cut out the three pictures and paste them in the boxes in the order they occur in the story.

Name: _____ Date: _____

Letter Bingo

You will need: counters



S 	t 	r 
s 	b 	l 
w 	h 	w 
w 	s 	h 
t 	s 	w 
b 	r 	l 

Main teaching focus

Graphophones: Initial letter names/sounds.

Other teaching focus

Speaking and listening.

Teacher's notes

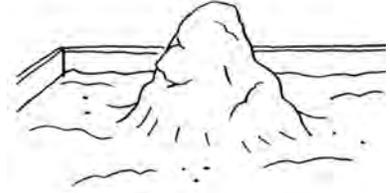
Photocopy and cut out the Bingo cards. See instructions for PW 56 on page 92.

Name: _____ Date: _____

Cloze

You will need: scissors, glue

"Look, !" said Alex.



"The sand go here."

"Look, Mum!" Alex.

" tunnel can go here."



", Mum!" said Alex.

"The rocks can here."



Look can said The Mum go

Main teaching focus

Vocabulary: Recognition of high-frequency words.

Other teaching focus

Fluency: Reading like talking.

Teacher's notes

Children read each sentence and identify the missing word from those below. They then cut out the word and paste it in the correct place.

The Birthday Party

Level: 2 Fiction Word count: 80 Text type: Narrative



High-frequency words introduced: can, it, on, play, this

High-frequency words consolidated: and, I, in, is, my, the

Programme links: *The Birthday Party* E-Book, *My Birthday* (non-fiction), Digital Poster 'Happy Birthday Song'

Curriculum link: celebrations, me/family

Sentence structure: It is my birthday.
I can play on/in the _____.

Story summary: It is a boy's birthday party and he is playing on different types of play equipment.

Tuning in

- Discuss the concept of a 'birthday'. Ask, *What do you think 'birthday' means?* Discuss children's responses. Talk about what a birthday party is. Say, *A birthday party is when you have a party to celebrate the day someone was born.* Encourage children to relate their own experiences of birthdays and birthday celebrations.

Book walk

- Introduce the story. Give each child a copy of the book. Discuss the cover illustration.
- Read the title. Ask, *How many words are in the title?* *Let's count them.*
- Flip through the book. Encourage discussion about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and to read unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3: Point to the word 'birthday'. Say, *This word is 'birthday'. Where is the boy? What is the boy doing? Where is the boy playing? Are there other people there? What are the other people doing?*

pages 4–5: Point to the word 'birthday'. Say, *This word is 'birthday'. Where is the boy now? What is he doing? What is he playing on? Who is playing with the boy? What are the other children doing?*

pages 6–7: Point to the word 'birthday'. Say, *This word is 'birthday'. Where is the boy now? What is the boy doing? What are the children wearing on their heads? What is the boy doing in the tent? What might the boy do next?*

pages 8–9: Point to the word 'birthday'. Say, *This word is 'birthday'. Where is the boy now? What is the boy doing? What do you think the boy might do next?*

pages 10–11: Point to the word 'birthday'. Say, *This word is 'birthday'. Where is the boy now? What is the boy doing? What do the children's faces tell us about how they are feeling? What do you think the boy might build in the sandpit? Do you think the boy is having fun at his party?*

pages 12–13: Point to the word 'birthday'. Say, *This word is 'birthday'. Where is the boy now? What is the boy playing on? Where do you think the boy might go? What are the other children doing?*

pages 14–15: Point to the word 'birthday'. Say, *This word is 'birthday'. Where is the boy now? What is the boy doing? Why do you think the boy rolled up his trousers? Who is watching the boy? What do you think the boy will do next?*

page 16: Point to the word 'birthday'. Say, *This word is 'birthday'. Where is the boy now? What does the boy's face tell us about how he is feeling? How old do you think the boy is?*

Reading the text

- Get children to read out loud. Focus on meaning, structure and visual cues. Stop at any words the children are having difficulty with and discuss decoding strategies. Look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Talk about the sentences: 'It is my birthday. I can play on/in the _____.' Ask children to find these words on each page.
- Have the children relate the text to their own experiences. Ask, *Have you ever been to a party? Where was the party? Have you ever played on play equipment? Where have you played on play equipment? What different types of play equipment have you played on? Have you ever been on a swing? What do you do on a swing? Have you ever been in a playhouse? What can you do in a playhouse? Have you ever been in a tent? What did you do in the tent? Where was the tent? Have you ever been on a slide? Where was the slide? What do you do on a slide? Do you go up or down a slide? Have you ever played in a sandpit? What do you do in a sandpit? Do you have a bike? Have you ever ridden a bike? How many wheels did the bike have? Where did you ride the bike? Have you ever played in a pool? Where was the pool? What can you do in a pool? Have you ever had a party? What did you do at your party?*

- Children summarise the story in their own words.
Ask, *Can you tell me what happened in the story?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- *Sequencing:* Ask, *What did the boy do first? What did the boy play on next? What did the boy play on after the swing? What did the boy do after that?* Children use **PW 70** (page 118), drawing a picture in each box, cutting them out and stapling them together in order, to make a mini book of the events in the text. Provide a sentence model for children who can, on another piece of paper, write a sentence for each picture, e.g. I can play in/on the _____.

Phonological awareness/Graphophonics

- Look at pages 4–5 and point to ‘swing’. Say, *This word is ‘swing’. Does anyone know the letter/sound that the word ‘swing’ begins with?* Children identify the letter ‘s’ and the sound ‘s’. Go through the text and look for any other words that begin with ‘s’ (‘swing’, ‘sandpit’, ‘slide’). Brainstorm and write down words that begin with ‘s’ and display them around the room.

Vocabulary

- *Visual recognition of high-frequency words:* Focus on the shape and sounds of the introduced/consolidated high-frequency words. Where a high-frequency word begins a sentence, distinguish between its uppercase and lowercase form. Ask children how many times they can find the high-frequency words in the text. Go through the book, counting each time they can find the words. Present ‘it’ with both an uppercase and a lowercase ‘i’.
- *Theme words (birthdays/celebrations):* Discuss the concept of birthdays/celebrations. Brainstorm and list birthday and celebration words, e.g. ‘party’, ‘candles’, ‘cake’, ‘sweets’, ‘celebration’.
- *Prepositions:* Look at pages 2–3 and point to ‘in’. Say, *This word is ‘in’. What does ‘in’ mean?* Look at pages 4–5 and point to ‘on’. Say, *This word is ‘on’. What does ‘on’ mean?* Play a prepositions game. Gather some objects from around the classroom. Choose one child at a time and give them verbal instructions, e.g. *Put the book in the tub. Put the pencil on the table. Put the rubber on the chair.* Children follow the instructions, focusing on the words ‘in’ and ‘on’. Children complete **PW 71** (page 119), writing either ‘in’ or ‘on’ for each picture, then colouring the pictures.

Fluency

- Introduce the concept of ‘reading like talking’. Model how to read the story with fluency. Show children how it would sound if they read without fluency.
- Point out how to group words together to create natural phrasing, like speech, e.g. ‘It is my birthday. / I can play in the _____.’ Choose children to act out the story, repeating the sentences in this way.

Text conventions

- *Full stops:* Look at the placement of the full stops. Say, *A full stop must be at the end of a sentence. Let’s count the full stops.*
- *Sentences:* Look at pages 2–3 and read the sentences. Say, *There are two sentences on this page. We know this because there is a full stop at the end of each sentence. How many full stops can you find on this page? Can anyone tell me where the first sentence is? Can anyone find the second sentence on this page?* Go through the book and count the sentences on each page. Discuss the use of uppercase letters at the beginning of a new sentence.

Writing

- Make a ‘The birthday party’ class book. Give each child a piece of A4 paper, at the top of which is written either ‘It is my birthday. I can play on the _____.’ or ‘It is my birthday. I can play in the _____.’ Children fill in the gap, choosing something from the text or something they may play in or on at their birthday party. They draw a picture to match the sentence. Staple the pages together to make a class book to be used for shared reading sessions.

► English Language Learners

- Look at the party hats the children are wearing in the story. Children make their own party hats. Photocopy **PW 72** (page 120) onto card. (Enlarge for a bigger hat.) Children decorate the circle using markers, coloured paper and glitter. Cut out the circle and cut along the line to the centre. Roll the circle into a cone shape and tape along the join. Use a hole punch to make a hole in either side of the hat and use string or elastic to secure around the child’s head.

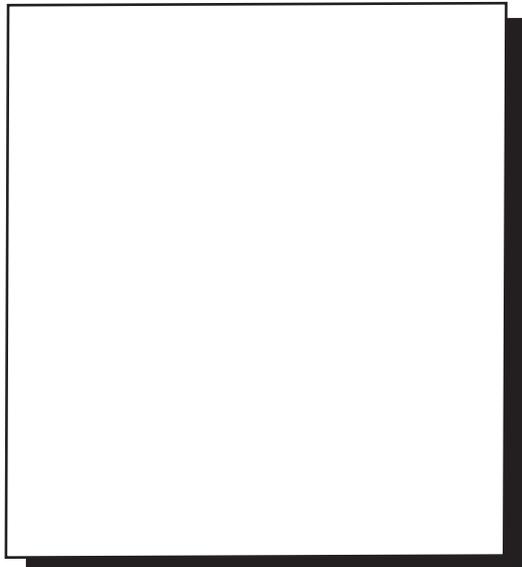
► Assessment

- 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 224)

Name: _____ Date: _____

Draw and sequence

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



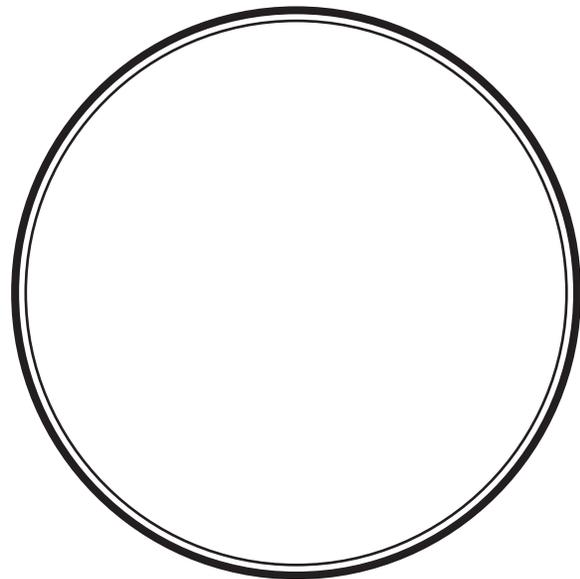
Front cover



Beginning



Middle



End

Main teaching focus

Comprehension: Recall facts from the text.
Sequence events in order.

Other teaching focus

Oral language development: Birthday parties.

Teacher's notes

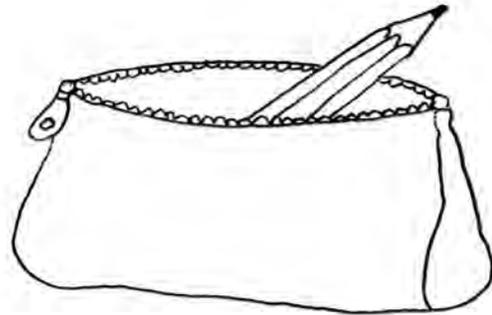
Children draw a picture in each box, then cut out the boxes and staple them together to make a mini sequence book.

Name: _____ Date: _____

In or on

You will need: coloured pencils or crayons

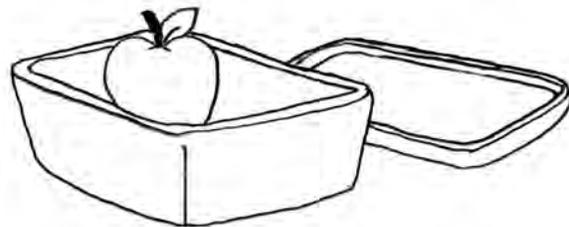












Main teaching focus

Vocabulary: Prepositions. Positional language.

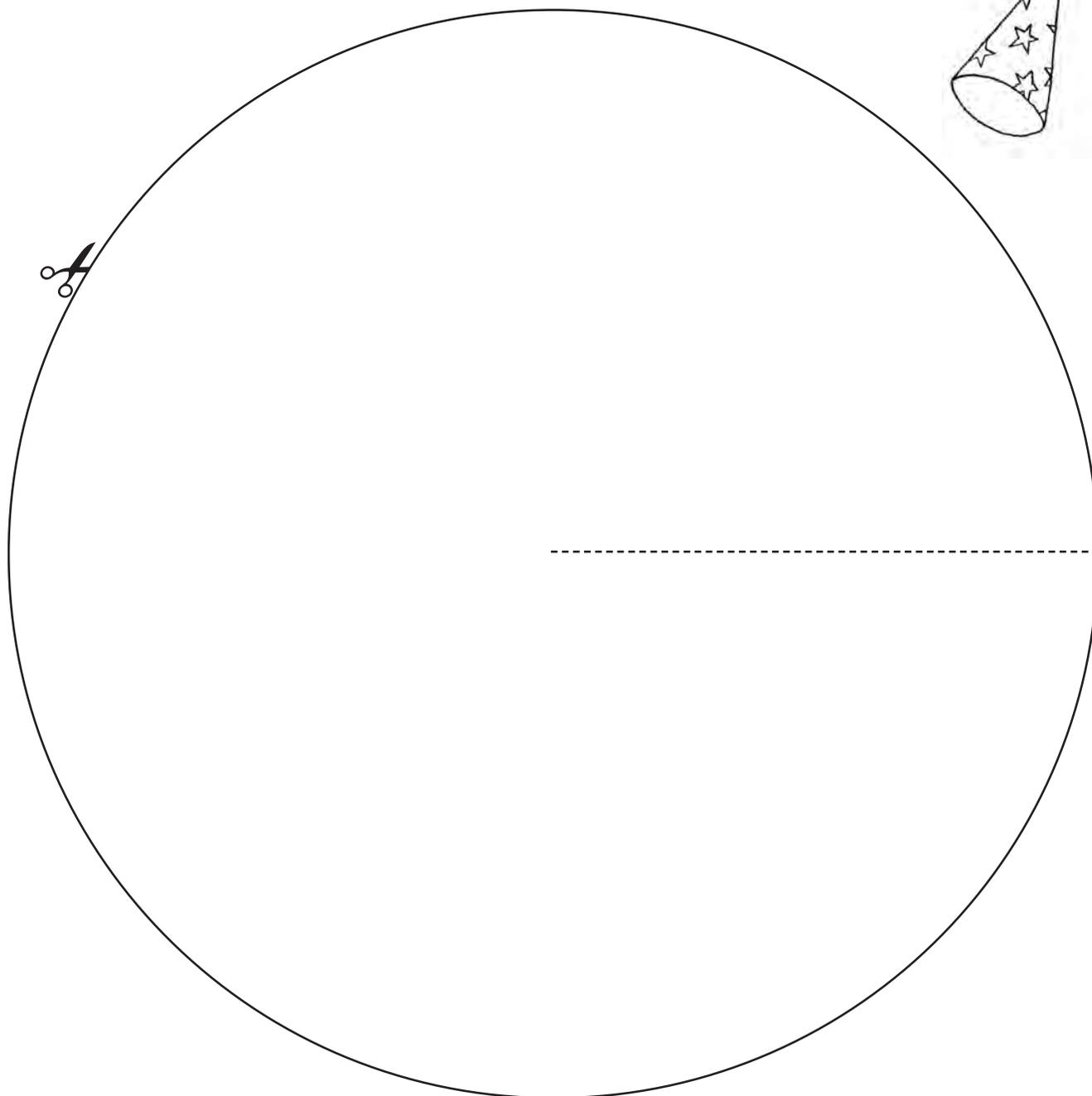
Teacher's notes

Children write 'in' or 'on' for each picture, then colour the pictures.

Name: _____ Date: _____

Party hat

You will need: coloured paper, pens or crayons, scissors, glue, tape, glitter, elastic/string, hole punch

**Main teaching focus**

English Language Learners: Following instructions.

Other teaching focus

Oral language development: Instructional language/art and craft-themed words (cut, paste, scissors, glue).

Teacher's notes

Children decorate the circle. Cut out the circle and cut along the dotted line. Roll the circle into a cone shape and tape the overlap. Make a hole in either side and use string or elastic to secure around the child's head.

Up and Down



Level: 2 Fiction Word count: 58 Text type: Narrative

High-frequency words introduced: and, can, down

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

Programme links: *Up and Down* E-Book, *Look at the Animals* (non-fiction), Digital Poster 'Snail'

Curriculum link: animals/minibeasts, science, environment

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

Story summary: We take a look at animals that go up and those that go down.

Tuning in

- Discuss the concepts of 'up and down'. Ask, *Where is 'up'? Point up. Where is 'down'? Point down.* Look around the classroom and find things that are up and things that are down. Go outside to the playground. In turn, children follow a leader up and down playground equipment.

Book walk

- Introduce the story. Give each child a copy of the book. Discuss the cover illustration.
- Read the title. Ask, *How many words are in the title? Let's count them.*
- Flip through the book. Encourage discussion about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and to read unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3: Point to the word 'up'. Say, *This word is 'up'. What insect is going up? Where is the ant? What is the ant going up?*

pages 4–5: Point to the word 'down'. Say, *This word is 'down'. What animal is going down? Where is the snail? What is the snail going down?*

pages 6–7: Point to the word 'up'. Say, *This word is 'up'. What animal is going up? What is the bird doing? Where do you think the bird is going?*

pages 8–9: Point to the word 'down'. Say, *This word is 'down'. What animal is going down? Where is the worm going? Why is the worm going in the ground?*

pages 10–11: Point to the word 'up'. Say, *This word is 'up'. What animal is going up? Where do you think the bee is going?*

pages 12–13: Point to the word 'down'. Say, *This word is 'down'. What animal is going down? Where is the spider? What is the spider going down?*

pages 14–15: Point to the word 'up'. Say, *This word is 'up'. What animal is going up? Where is the caterpillar going?*

page 16: Point to the word 'up'. Say, *This word is 'up'. What animal is going up? Point to the word 'down'. Say, This word is 'down'. What animal is going down? How can you tell the butterfly is going up and down?*

Reading the text

- Get children to read out loud. Focus on meaning, structure and visual cues. Stop at any words the children are having difficulty with and discuss decoding strategies. Look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Talk about the sentence: "I can go up," said the _____. Ask children to find these words on each page.
- Have the children relate the text to their own experiences. Ask, *Have you ever seen a/an ant/snail/bird/worm/bee/spider/caterpillar/butterfly? Where was it? Was it up or down? Have you ever seen a bird on the ground? What was the bird doing on the ground? Have you ever seen a bird in the air? How does the bird stay in the air?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- **Recall:** Ask, *What was the first animal/insect that went up? What was the first animal/insect that went down? What are some of the other animals/insects that went up? What are some of the other animals/insects that went down?*
- **Comparing and contrasting:** Ask, *What animals/insects went up? List some of them. Ask, What animals/insects went down? List some of these. Ask, Were there any animals/insects that went up and down?* Children complete **PW 73** (page 103), using a Venn diagram to compare and contrast. They colour and cut out the animals and put them in the correct section: 'up', 'down', or 'up and down'.

Phonological awareness/Graphophonics

- Look at pages 2–3 and point to 'ant'. Say, *This word is 'ant'. 'Ant' starts with the letter 'a'. (Point to the letter.) What sound does it make?*

Look at pages 4–5 and point to ‘snail’. Ask, *Can anyone find the letter that the word ‘snail’ starts with?* Children locate the letter ‘s’. Ask, *What sound does the letter ‘s’ make?* Repeat for ‘bird’, ‘worm’, ‘bee’, ‘spider’, ‘caterpillar’ and ‘butterfly’. List the words on the board and identify if any of the words begin with the same letter (‘bird’, ‘bee’, ‘butterfly’, ‘snail’, ‘spider’.)

Vocabulary

- *Visual recognition of high-frequency words:* Focus on the shape and sounds of the introduced/consolidated high-frequency words. Ask children how many times they can find the high-frequency words in the text. Read the book, counting each time they can find the words. Note: you may wish to select only the introduced high-frequency words. Children complete the cloze activity on **PW 74** (page 124), using high-frequency words.
- *Prepositions:* Look at the title page and point to the word ‘up’. Say, *This word is ‘up’*. Point to the word ‘down’. Say, *This word is ‘down’*. Let’s play a *Follow-the-Leader* game. Give instructions for the children to follow: *Stand up. Sit down. Point up. Point down. Jump up. Jump down*. Check that they are doing it correctly.
- *Synonyms (other words for ‘said’):* Look at pages 2–3 and point to ‘said’. Say, *This word is ‘said’*. *It tells us that someone is talking. Who do you think is talking on this page? We can use other words for ‘said’, like ‘chirped’, ‘yelled’ and ‘whispered’*. *Can you think of any other words for ‘said’?*

Fluency

- Introduce the concept of ‘reading like talking’. Model how to read the story with fluency. Show children how it would sound if they read with no fluency.
- Point out how to group words together to create natural phrasing, like speech, e.g. “I can go up,”/said the _____. “I can go down,”/said the _____. Choose children to act out the story, repeating the sentences in this way.

Text conventions

- *Full stops:* Look at the placement of the full stops. Say, *A full stop must be at the end of a sentence. Let’s count the full stops*.
- *Speech marks:* Look at pages 2–3. Point to the speech marks. Say, *These are speech marks. They show us when someone is talking*. Look at pages 4–5. Ask, *Who do you think is talking?* Look at pages 6–7. Ask, *Who do you think is talking now?* Repeat for the rest of the pages.

Writing

- Make an ‘Up and down’ class book. Give each child a piece of A4 paper, at the top of which is written either “I can go up,” said the _____. or “I can go down,” said the _____. As a group, brainstorm and list animals that can go up and down. Children choose an animal, write its name in the blank space and draw a picture underneath. Children may need assistance in writing the animal’s name. Staple the pages together to make a class book to be used for shared reading sessions.

► English Language Learners

- Make a butterfly. Photocopy **PW 75** (page 125) onto card. Children decorate their butterfly with coloured paper and markers and then cut it out. Attach wool or string to the top of the butterfly and use it to move the butterfly up and down around the room. Children can act out how a butterfly goes up and down by moving it around with the string.

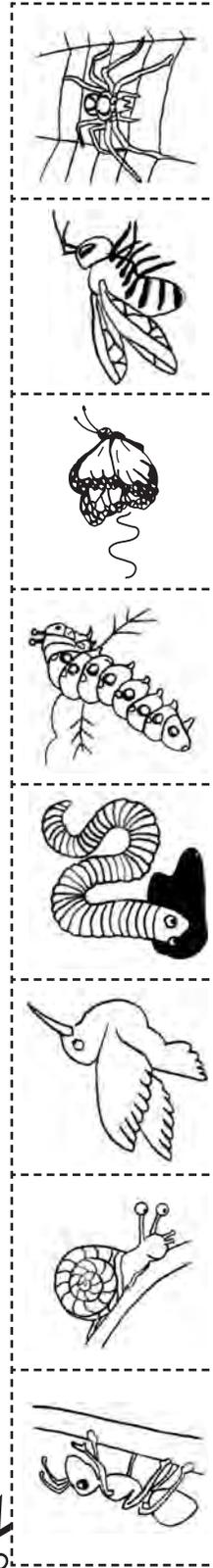
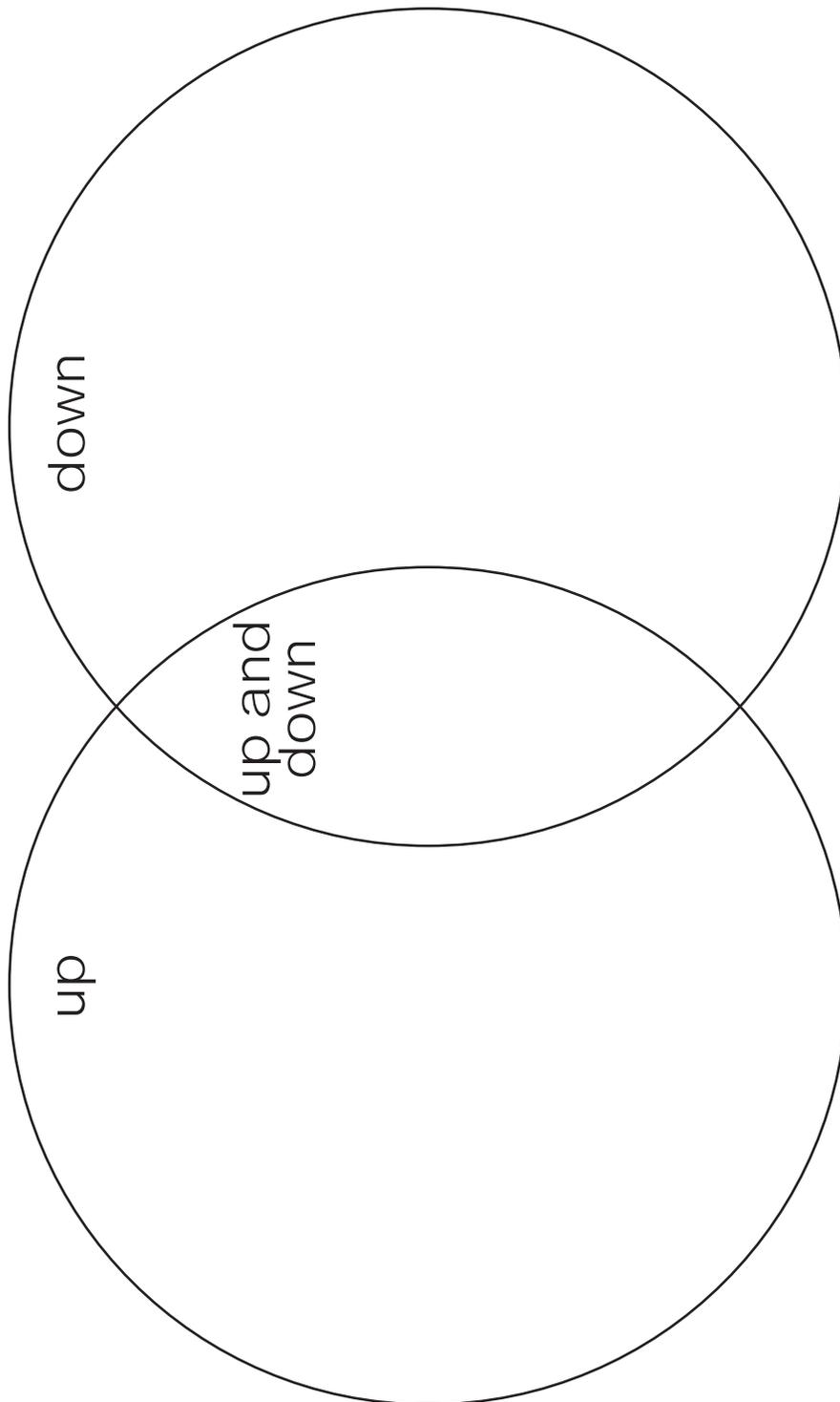
► Assessment

- PWs 73, 74 and 75 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 73 could be kept in the child’s portfolio
- Complete Running Record (page 225)

Name: _____ Date: _____

Up or down

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



Main teaching focus

Comprehension: Recall events in the text. Comparing and contrasting animals that went up and down.
Vocabulary: Prepositions 'up' and 'down'.

Other teaching focus

Oral language development: Talking about animal/insect names.

Teacher's notes

Children colour in and cut out the animals and paste them in the correct space in the Venn diagram.

Name: _____ Date: _____

Cloze



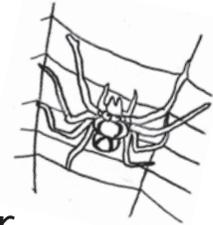
"I can go , " said the bird.



"I can go , " said the worm.



"I can go up, " the bee.



"I can go up, " said spider.



"I can go up, " the caterpillar.



"I can go up down, "  said the butterfly.

up down and
said the said

Main teaching focus
Vocabulary: High-frequency words.

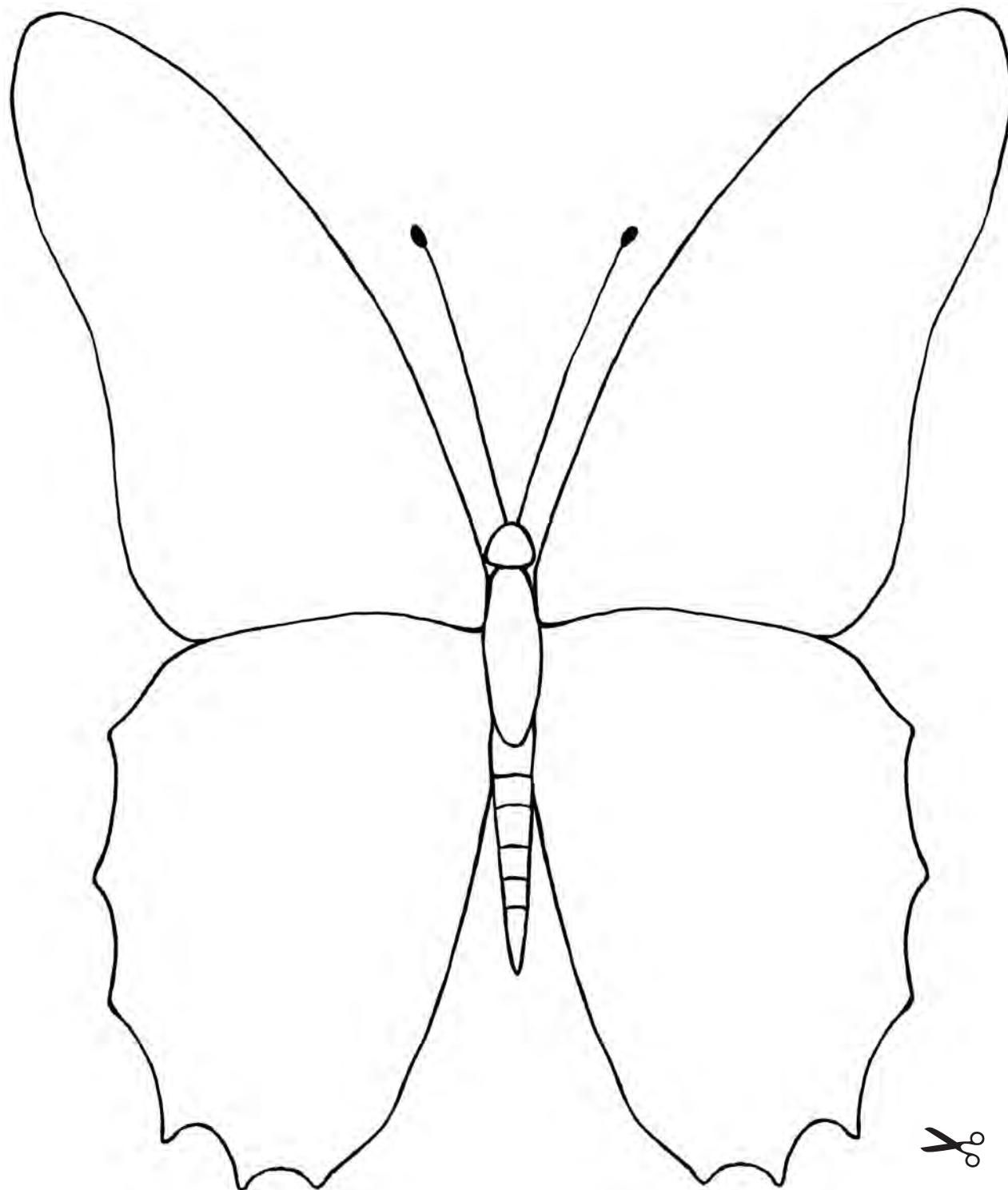
Other teaching focus
Comprehension: Cloze. Fluency: Reading like speaking.

Teacher's notes
Children read the sentences, identify the missing words from the words given below and write the correct words in the boxes.

Name: _____ Date: _____

Make a butterfly

You will need: scissors, glue, coloured paper, pens or crayons, wool or string, tape

**Main teaching focus**

English Language Learners: Following instructions. Role-play of butterfly actions.

Other teaching focus

Oral language development: Instructional language/art and craft-themed words (cut, paste, scissors, glue).

Teacher's notes

Children decorate the butterfly using coloured paper and markers and then cut it out. Attach a long piece of string to the top and use it to make the butterfly 'fly' up and down.

Lea Can Help

Level: 2

Fiction

Word count: 55

Text type: Narrative



High-frequency words introduced: can, dad, mum

High-frequency words consolidated: I, my, said

Programme links: *Lea Can Help* E-Book

Curriculum link: me/family, community

Sentence structure: “I can help my _____,” said Lea.

Story summary: Lea can help her mum, dad, cat, grandma, grandpa, teacher and friend. Then Lea’s dad helps her.

Tuning in

- Discuss the meaning of the word ‘help’. Ask, *How do you help people? What jobs do you do to help your mum and dad? How do you help your friends? How do you help your teacher?* Discuss why it is nice to help others. Get children to think about how other people help them.
- Show children pictures of different places such as a kitchen, garden, or classroom. You could draw pictures, find pictures on the Internet, or use the illustrations in the text. Children brainstorm all the ways they could help someone in each of the places.

Book walk

- Introduce the story. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title?*
- Ask children to predict what the story will be about. Discuss the cover illustration. Ask, *What can you see? What is Lea doing? How is she helping? What other jobs might Lea do to help? Who might she help in the story?*
- Flip through the book. Encourage discussions about the events and illustrations in the text. When discussing the story, use vocabulary from the text. Discuss how illustrations can help us to understand the meaning of the story and assist us with reading unfamiliar words.

pp. 2–3 Ask, *Who is Lea helping?*

How is she helping her mum?

pp. 4–5 Ask, *Who is Lea helping?*

How is she helping her dad?

pp. 6–7 Ask, *Who is Lea helping?*

How is she helping her cat?

pp. 8–9 Ask, *Who is Lea helping?*

How is she helping her grandma?

pp. 10–11 Ask, *Who is Lea helping?*

How is she helping her grandpa?

pp. 12–13 Ask, *Who is Lea helping?*

How is she helping her teacher?

pp. 14–15 Ask, *Who is Lea helping?*

How is she helping her friend?

p. 16 Ask, *Who is helping Lea?*

How is dad helping Lea?

Reading the text

- Get children to read the text out loud. 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.
- Stop at any words the children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you figure out this word? Did that make sense?*
- Encourage children to look at the illustrations. Ask, *Can the pictures help you work out the meaning of the word?*
- Talk about the repetitive sentence structure in the text: “‘I can help my _____,’ said Lea.” Children locate where this sentence occurs in the text. Write sentences from the text onto strips of paper and then cut up the sentences to form cards (one word per card). Mix up the cards and children rearrange them to make the sentences.
- Children relate the text to their own experiences. Ask, *How do you help people? What jobs do you do to help others?*
- Children summarise the story in their own words. Ask, *What happened in the story? What did Lea do in the story? How did she help her mum/dad/cat/grandma/grandpa/teacher/friend? Who helped Lea in the story?*
- Ask inferential questions such as: *How do you think Lea feels when she helps others? How do you think Lea feels when her dad helps her? What other things might Lea do to help others? Why is it good for Lea to help others?*

After reading

Focus specifically on meaning, structure and visual cues that children found difficult while reading. Focus on phrasing and repetitive flow of the text.

Choose from the following activities:

Comprehension

- Ask children to retell the events in the story. Encourage them to role play the events and show how Lea helped everyone. Prompt children's thinking by asking questions. For example, ask, *Who did Lea help in the kitchen? How did Lea help her grandpa? How did Lea help her cat?* Children complete **PW 76** (page 128) by matching the pictures of whom Lea helped and how she helped them.
- Encourage children to connect the text to their own experiences. Ask, *Have you helped people the way Lea helped people? How do you help people in your family? How do you help your teacher and friends? How are you similar to Lea?* As a group, make a list of the ways that the children help others. Children complete **PW 77** (page 129).

Phonological awareness/Graphophonics

- Discuss how looking at the initial letter can assist with reading the word. Identify the word 'cat' and say, *This word starts with the sound 'c'. What can you see in the illustration that starts with this sound?* Repeat with other words such as 'mum', 'teacher' and 'dad'.
- Identify the word 'dad' on page 4. Discuss the strategy of sounding out and model reading the word by saying the sounds of the letters (i.e. *d-a-d*). Repeat with the words 'mum' and 'cat'.

Vocabulary

- *High-frequency words:* 'can', 'dad', 'I', 'mum', 'my', 'said'. Write these words on flash cards and, as a group, children practise reading these words.
- Write the high-frequency words onto cards (two cards per word). Children play a game such as Concentration using the cards.
- Children locate the high-frequency words in the text. Ask, *How many times can you find each word in the text?*

Fluency

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

Text conventions

- *Uppercase and lowercase letters:* Discuss uppercase and lowercase letters with the children. Ask them to identify uppercase and lowercase letters in the text. Discuss how capital letters are used at the beginning of sentences.
- *Full stops:* Talk about how full stops are used at the end of sentences. Flip through the book and children identify the full stops on each page.
- *Sentence features:* Discuss how sentences begin with a capital letter and end with a full stop. Children count the sentences in the text. They count the number of words in the sentences.

Writing

- Children draw pictures of a time they have helped someone. Ask, *Who did you help? Where did you help them? What did you do to help them?* Provide children with the sentence prompt: *I can help my _____.* Children write a sentence about their drawing using the sentence prompt if necessary.

► English Language Learners

- Children make a puppet of Lea and those she helped using **PW 78** (page 130). Then children use the puppets and pictures to role play events of the text. Focus on developing children's language skills as they use the puppets to retell the events in the story.

► Assessment

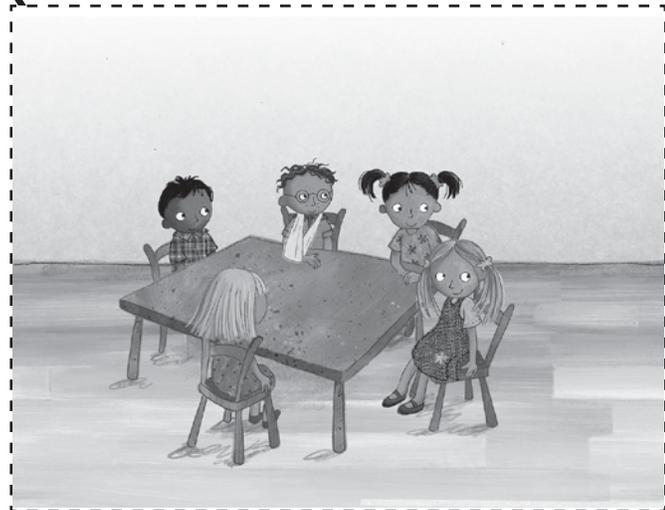
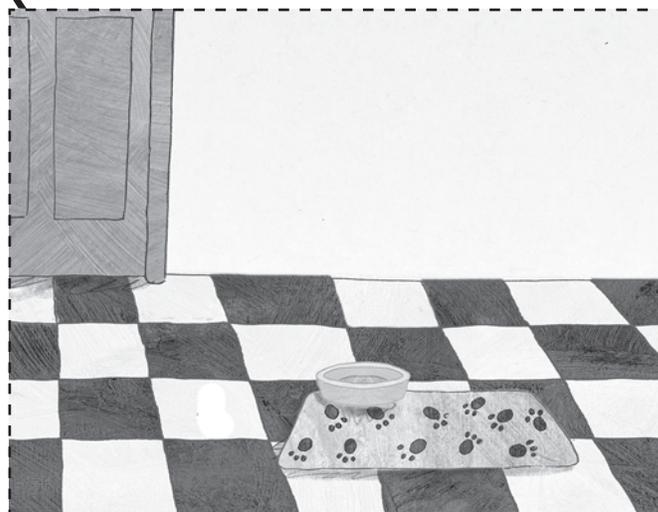
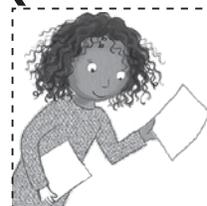
- Note the child's responses, attempts and reading behaviours before, during and after reading.
- PWs 76, 77 and 78 completed
- Collect work samples, e.g. PW 76 could be kept in the child's portfolio
- Complete Running Record (page 226)

Name: _____ Date: _____

Who does Lea help?

You will need: scissors, glue, piece of paper

- Cut out the pictures.
- Paste those whom Lea helped in the place she helped them.



Main teaching focus

Comprehension: Recalling events from the text.

Teacher's note

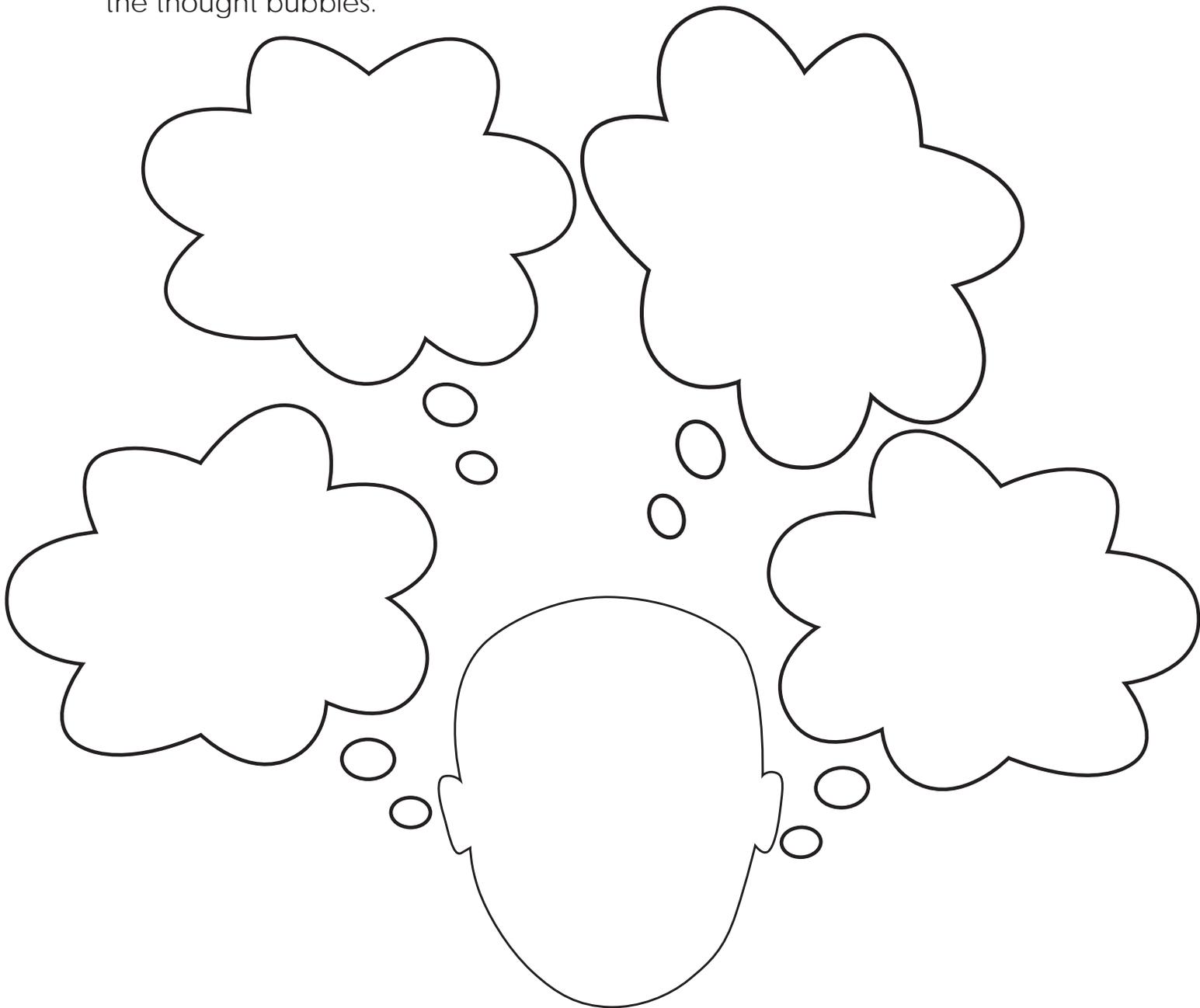
Children cut out and match the pictures of those Lea helped and where she helped them. They then paste the pictures together on a piece of paper.

Name: _____ Date: _____

How do you help?

You will need: coloured pencils or crayons

- Think of ways you help people.
- Draw your face and then draw pictures of the people you help in the thought bubbles.

**Main teaching focus**

Comprehension: Connecting the text to personal experiences.

Teacher's note

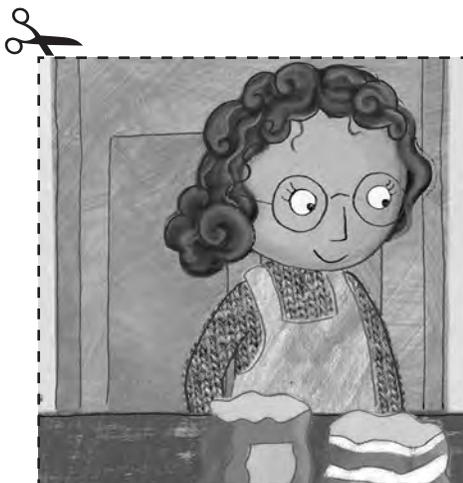
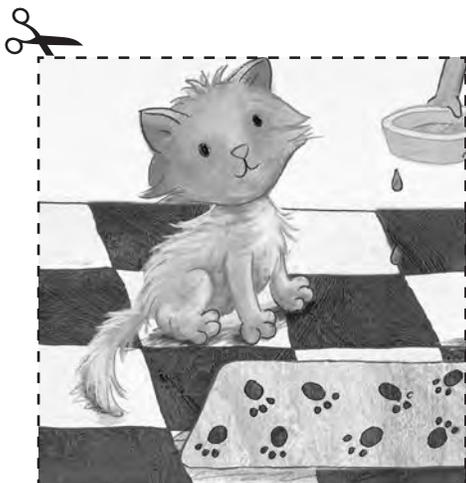
Children draw their face in the outline of the head. They then draw pictures in the thought bubbles of the different ways that they help people.

Name: _____ Date: _____

Puppets

You will need: scissors, tape, craft sticks

- Cut out the pictures.
- Use tape to stick a craft stick to the back of each picture to make a puppet.
- Use your puppet to role play events of the story.



Main teaching focus

Oral language development: Role playing events from the text; *Comprehension:* Recalling events from the text.

Teacher's note

Children cut out the pictures. They then use tape to attach a craft stick to the back of each picture to make a puppet. Children can then use the puppets to role play the events of the story.

Little Caterpillar is Cold



Level: 2

Fiction

Word count: 43

Text type: Narrative

High-frequency words introduced: on

High-frequency words consolidated: am, I, Look, the

Programme links: *Little Caterpillar Is Cold* E-Book

Curriculum link: animals, science, environment

Sentence structure: I am cold on the _____.

Story summary: Little Caterpillar is cold in many different places until finding a nice warm spot to rest.

Tuning in

- Get children to talk about being cold. Ask them to role play being cold (e.g. shivering). Ask, *What makes you cold? What places are cold? What is the weather like when it is cold?* Children discuss what they do to get warm when they are cold.

Book walk

- Introduce the story. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title?*
- Get children to predict what the story will be about. Discuss the cover illustration. Ask, *What can you see? Why do you think Little Caterpillar is cold? Where do you think Little Caterpillar is? How might Little Caterpillar get warm?*
- Flip through the book. Encourage discussions about the events and illustrations in the text. When discussing the story, use vocabulary from the text. Discuss how illustrations can help us to understand the meaning of the story and assist us with reading unfamiliar words.

pp. 2–3 Ask, *Where is Little Caterpillar?*

Do you think he is cold on the stick?

pp. 4–5 Ask, *Where is Little Caterpillar?*

Do you think he is cold on the rock?

pp. 6–7 Ask, *Where is Little Caterpillar?*

Do you think he is cold on the grass?

pp. 8–9 Ask, *Where is Little Caterpillar?*

Do you think he is cold on the path?

pp. 10–11 Ask, *Where is Little Caterpillar?*

Do you think he is cold on the flower?

pp. 12–13 Ask, *Where is Little Caterpillar?*

Do you think he is cold on the tree?

pp. 14–15 Ask, *Where can you see Little Caterpillar now?*

Is he warm on the leaf?

How do you think Little Caterpillar feels

when he is on the leaf?

p. 16 Ask, *What is Little Caterpillar doing on the leaf? Why do you think he is happy?*

Reading the text

- Get children to read the text out loud. 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.
- Stop at any words the 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 you work out the meaning of the word?*
- Talk about the repetitive sentence structure in the text: 'I am cold on the _____.' Children locate where this sentence occurs in the text. Write sentences from the text onto strips of paper and then cut up the sentences to form cards (one word per card). Mix up the cards and children rearrange them to make the sentences.
- Children relate the text to their own experiences. Ask, *When have you been cold? Where were you when you were cold? What do you do to get warm?*
- Children summarise the story in their own words. Ask, *What happened in the story? What happened to Little Caterpillar? Where was Little Caterpillar when he was cold? How did Little Caterpillar get warm? What happened in the beginning/middle/end of the story?*
- Ask inferential questions such as: *Why do you think Little Caterpillar is cold? What makes the leaf a good spot for Little Caterpillar? Do you think there are any other animals in the garden that might be cold?*

After reading

Focus specifically on meaning, structure and visual cues that children found difficult while reading. Focus on phrasing and repetitive flow of the text.

Choose from the following activities:

Comprehension

- Children recall the events of the text. Ask, *What happened to Little Caterpillar in the story? Where did Little Caterpillar go in the story? What was Little Caterpillar's problem? How did Little Caterpillar get warm?* Encourage children to role play the events in the story. Children complete **PW 79** (page 133) by drawing pictures of the events in the text.
- Children draw pictures of the places where Little Caterpillar was cold in the story (i.e. on the stick, rock, grass, path, flower and tree). Copy sentences from the text onto strips of paper. Children read the sentences and match them with their drawings. Children complete **PW 80** (page 134).

Phonological awareness/Graphophonics

- Discuss how looking at the initial letter can assist with reading the word. Identify the word 'tree' and say, *This word starts with the sound 't'. What can you see in the illustration that starts with this sound?* Repeat with other words such as 'stick', 'rock', 'grass', 'path' and 'flower'. Children complete **PW 81** (page 135).
- Say the word 'rock' to the children. Ask, *What sound can you hear at the beginning of the word? What sound can you hear at the end of the word?* Encourage children to say the word out loud to help them recognise the sounds. Repeat by selecting other words from the text such as 'stick' and 'leaf'.

Vocabulary

- *High-frequency words:* 'am', 'I', 'Look', 'on', 'the'. Children locate these words in the text. Ask, *How many times can you find each word in the text?*
- Provide children with old magazines and newspapers. They cut out and paste letters to spell the high-frequency words. Encourage children to practise reading the words they have made.

Fluency

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

Text conventions

- *Uppercase and lowercase letters:* Discuss uppercase and lowercase letters with the children. Ask them to identify uppercase and lowercase letters in the text. Discuss how capital letters are used at the beginning of sentences.
- *Full stops:* Talk about how full stops are used at the end of sentences. Flip through the book and get children to identify the full stops on each page.

Writing

- Children think about times when they have been cold. Encourage them to explain why they were cold and what they did to get warm. Provide them with the sentence prompt: *I am cold on the _____*. Encourage children to use the sentence prompt to help them write sentences about when they were cold.

► English Language Learners

- Collect clothing that can be worn during cold weather such as coats, hats, gloves, scarves and jumpers. Children identify and name each item. They describe how the item keeps them warm. Ask children to draw pictures of the clothing.

► Assessment

- Note the child's responses, attempts and reading behaviours before, during and after reading.
- PWs 79, 80 and 81 completed
- Collect work samples, e.g. PW 79 could be kept in the child's portfolio
- Complete Running Record (page 227)

Name: _____ Date: _____

Story map

You will need: coloured pencils or crayons

- Draw pictures to show the order of events in the story.

The story map consists of six empty rectangular boxes arranged in a zig-zag pattern. The boxes are connected by arrows: a horizontal arrow from the top-left box to the top-right box, a diagonal arrow from the top-right box to the middle-left box, a horizontal arrow from the middle-left box to the middle-right box, a diagonal arrow from the middle-right box to the bottom-left box, and a horizontal arrow from the bottom-left box to the bottom-right box.

Main teaching focus

Comprehension: Recalling events from the text; sequencing events.

Teacher's note

Children recall events from the text and draw pictures in the boxes to show the sequence of events.

Name: _____ Date: _____

Sentence picture match

- Read the sentences and draw a line to the matching picture.

I am cold on the stick.



I am cold on the rock.



I am cold on the grass.



I am cold on the path.



I am cold on the flower.



I am cold on the tree.

**Main teaching focus**

Graphophonics: Initial letter names/sounds;
Phonemic awareness: Recognizing beginning sounds.

Teacher's note

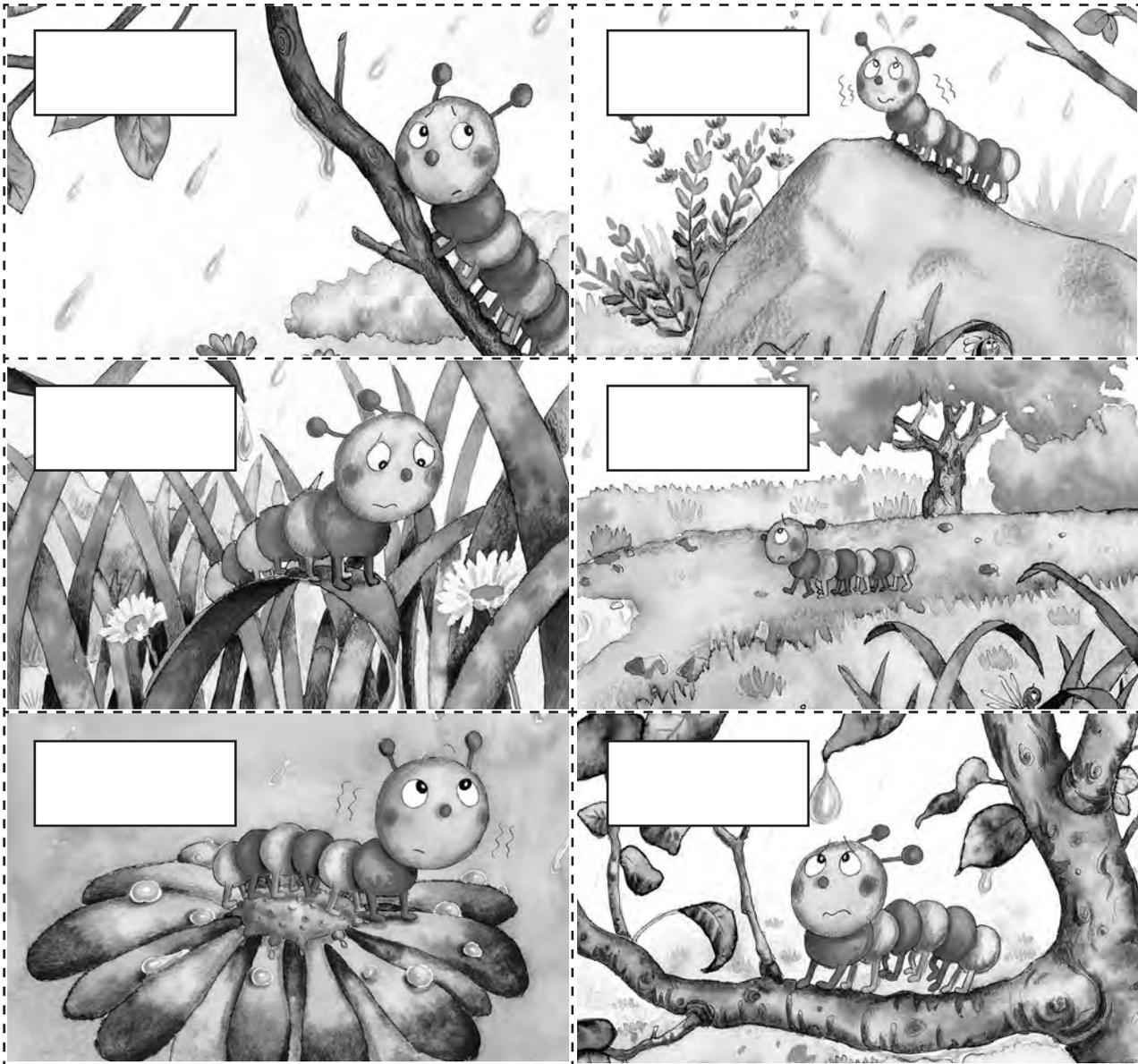
Children read the sentences and draw lines to the correct picture.

Name: _____ Date: _____

Picture sound match

You will need: scissors, glue, piece of paper

- Cut out the pictures and letters.
- Look at the object Little Caterpillar is on in the picture. Find its beginning sound.
- Paste them together on a piece of paper.



f g s t r p

Main teaching focus

Graphophonics: Initial letter sounds/names;
Phonemic awareness: Recognizing beginning sounds of words.

Teacher's note

Children cut out the pictures and letters. Children match them according to their beginning sound and paste them on a piece of paper.

My House

Level: 2

Fiction

Word count: 64

Text type: Narrative



High-frequency words introduced: This

High-frequency words consolidated: Here, is, my, the

Programme links: My House E-Book

Curriculum link: me/family, community

Sentence structure: Here is my _____. This is the _____.

Story summary: The different parts of a dragon's house are explored.

Tuning in

- Get children to discuss their homes. Ask, *What does your home look like? What rooms are in your home? What things do you do in your home?* Children draw a picture of their home and describe the different rooms.
- Provide children with building bricks. Children make a model of their home using the bricks. Encourage children to make different rooms in their home.

Book walk

- Introduce the story. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title?*
- Get children to predict what the story will be about. Discuss the cover illustration. Ask, *What can you see? Whose house do you think is on the front cover? What do you think the dragon's house will be like? What rooms might be in the house? What things might the dragon do in his house?*
- Flip through the book. Encourage discussions about the events and illustrations in the text. When discussing the story, use vocabulary from the text. Discuss how illustrations can help us to understand the meaning of the story and assist us with reading unfamiliar words.

pp. 2–3 Ask, *Whose house can you see?*

Where is the gate?

What do you think the dragon is doing?

pp. 4–5 Ask, *Where is the dragon's house?*

Where is the garden?

What do you think the dragon does in the garden?

pp. 6–7 Ask, *Where is the dragon's house?*

Where is the roof?

pp. 8–9 Ask, *Where is the dragon's house?*

Where is the door?

What is the dragon doing?

pp. 10–11 Ask, *What room is the dragon in?*

Where is the hall?

pp. 12–13 Ask, *What room is this?*

What might the dragon do in the kitchen?

pp. 14–15 Ask, *What room is this?*

What might the dragon do in the bathroom?

p. 16 Ask, *What room is this?*

What might the dragon do in the bedroom?

Reading the text

- Get children to read the text out loud. 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.
- Stop at any words the 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 you work out the meaning of the word?*
- Talk about the repetitive sentence structure in the text: 'Here is my house. This is the _____.' Children locate where these sentences occur in the text. Write sentences from the text onto strips of paper and then cut up the sentences to form cards (one word per card). Mix up the cards and children rearrange them to make the sentences.
- Children relate the text to their own experiences. Ask, *What things can you see in your home? What does your home look like? What rooms are in your home?*
- Children summarise the story in their own words. Ask, *What happened in the story? What did the dragon show us in the text? What was the dragon's house like?*
- Ask inferential questions such as: *Do you think the dragon lives in a large city? Who do you think lives at the house with the dragon?*

After reading

Focus specifically on meaning, structure and visual cues that children found difficult while reading. Focus on phrasing and repetitive flow of the text.

Choose from the following activities:

Comprehension

- On a large piece of a paper draw a picture of the outside of a house. Write the words 'gate', 'roof', 'door' and 'garden', onto cards and children label the picture by matching the words with the drawing. Repeat by drawing a picture of the inside of a house and writing the words 'hall', 'kitchen', 'bathroom' and 'bedroom' onto cards. Children complete **PW 82** (page 138).
- Children recall the events of the text. Ask, *What did the dragon do in the story? What did the dragon show us first? Where did the dragon go next?* Encourage children to role play the events of the text. Provide each child with a piece of paper and they draw a picture of part of the dragon's house (i.e. gate, garden, roof, door, hall, kitchen, bathroom, bedroom). Children sequence the pictures in the order the dragon showed the parts in the text. Children complete **PW 83** (page 139).

Phonological awareness/Graphophonics

- Discuss how looking at the initial letter can assist with reading the word. Identify the word 'gate' and say, *This word starts with the sound 'g'. What can you see in the illustration that starts with this sound?* Repeat with other words such as 'roof', 'garden' and 'door'.
- Say the word 'roof' to the children. Ask, *What sound can you hear at the beginning of the word? What sound can you hear at the end of the word?* Encourage children to say the word aloud to help them recognise the sounds. Repeat by selecting other words from the text such as 'kitchen' and 'garden'.

Vocabulary

- *High-frequency words:* 'Here', 'is', 'my', 'the', 'This'. Write these words onto flash cards and, as a group, children practise reading these words. Write the high-frequency words onto cards (two cards per word). Children play a game such as Concentration using the cards.
- Get children to look carefully at the high-frequency words. Encourage children to look at the letters in each word. Ask, *How many letters are in each word? What letters can you see?* Children complete **PW 84** (page 140).

Fluency

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

Text conventions

- *Uppercase and lowercase letters:* Discuss uppercase and lowercase letters with the children. Ask them to identify uppercase and lowercase letters in the text. Discuss how capital letters are used at the beginning of sentences.
- *Full stops:* Talk about how full stops are used at the end of sentences. Flip through the book and children identify the full stops on each page. Copy sentences from the text onto paper but don't record the full stops. Children read the sentences and record the full stop.
- *Sentence features:* Discuss how sentences begin with a capital letter and end with a full stop. Children count the sentences in the text. They count the number of words in the sentences.

Writing

- Children draw a picture of a house. Ask, *What does your house look like? What rooms are in your house?* They describe what they have drawn in their pictures. Provide them with the sentence prompt: *Here is my house. This is the _____.* They use the sentence prompt to write sentences about their house.

► English Language Learners

- Children look at the pictures of the hall, kitchen, bathroom and bedroom in the text. As a group, discuss the items in each of the rooms. Ask, *What things can you see in the hall/kitchen/bathroom/bedroom? What things are in these rooms in your home?* Focus on building children's vocabulary during the discussion. Children draw pictures of the items that would be in each room.

► Assessment

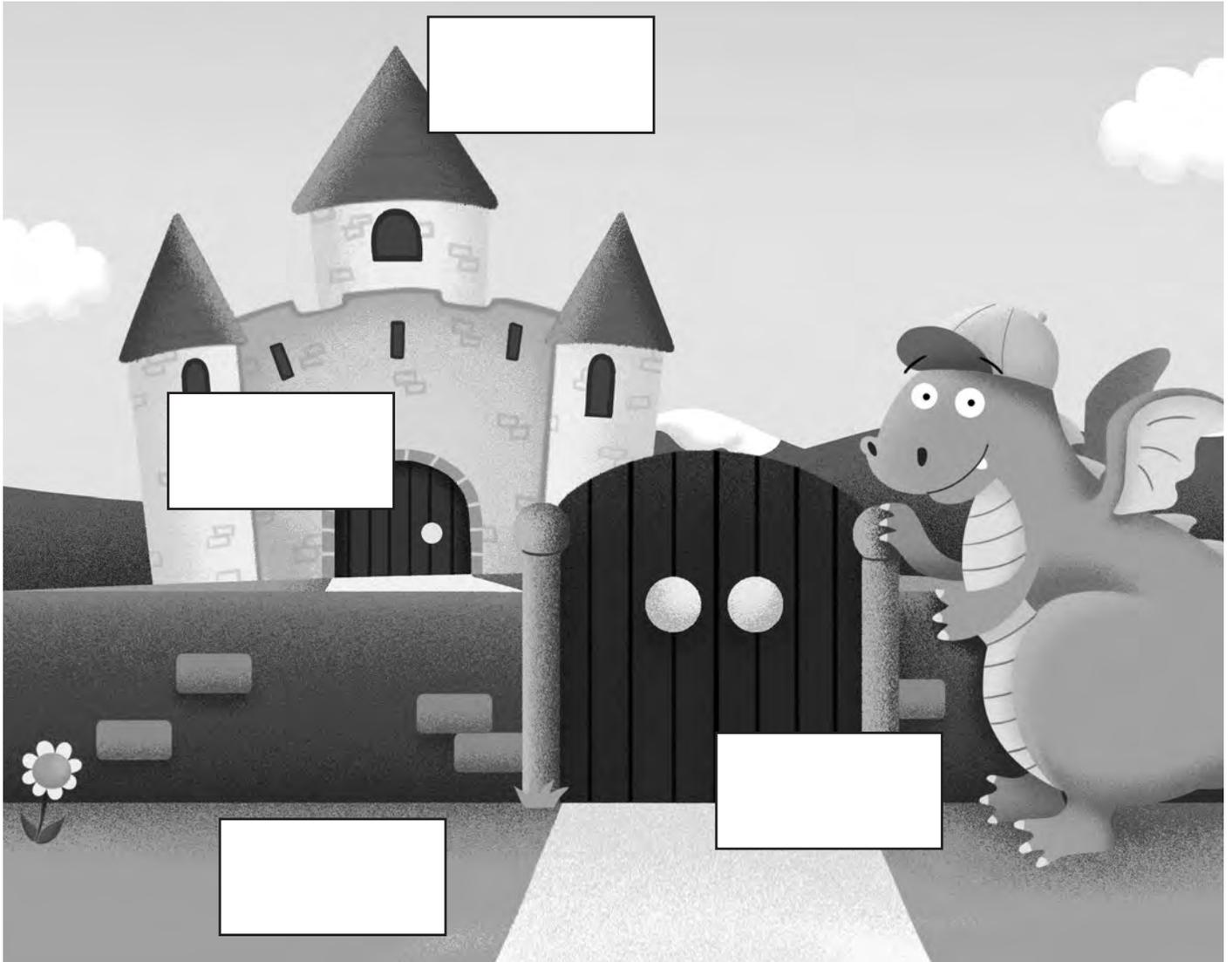
- Note the child's responses, attempts and reading behaviours before, during and after reading.
- PWs 82, 83 and 84 completed
- Collect work samples, e.g. PW 82 could be kept in the child's portfolio
- Complete Running Record (page 228)

Name: _____ Date: _____

Label the picture

You will need: scissors, glue

- Cut out the words. Match and paste them on the picture.



✂

door gate garden roof

Main teaching focus

Comprehension: Recall events from the text;
Graphophonics: Initial letter sounds/names.

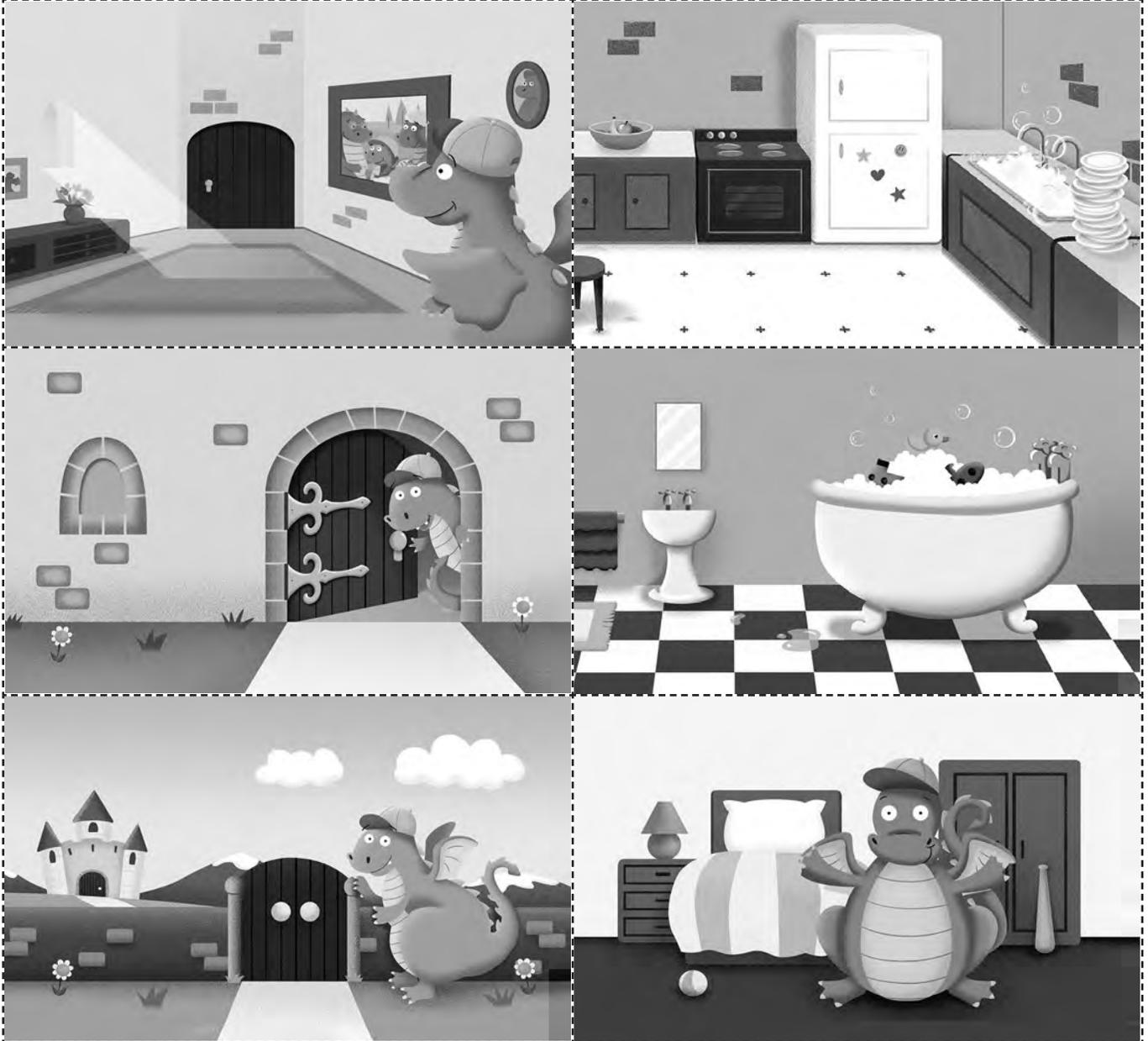
Teacher's note

Children cut out the words in the boxes, match and paste them on the picture.

Name: _____ Date: _____

Sequencing pictures

You will need: scissors, glue, piece of paper



Main teaching focus

Comprehension: Sequencing events from the text.

Teacher's note

Children cut out the pictures, then sequence and paste them in the correct order on the piece of paper.

Name: _____ Date: _____

High-frequency word letters

You will need: scissors, glue

- Cut out the letters at the bottom of the page.
- Match and paste to spell the high-frequency words.

H e r e

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i s

--	--

m y

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t h e

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e m H e i t r e y s h

Main teaching focus

Vocabulary: Visual recognition of high-frequency words.

Teacher's note

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

Up in the Tree

Level: 2 Fiction Word count: 73 Text type: Narrative



High-frequency words introduced: can, see

High-frequency words consolidated: a, I, in, Look, the, up

Programme link: *Up in the Tree* E-Book

Curriculum links: environment, science, animals

Sentence structure: I can see a _____ up in the tree.

Story summary: A girl climbs a tree to get up to the tree house and sees lots of different things along the way.

Tuning in

- Ask children to think of things they might see in a tree. Ask, *What animals or insects might live in a tree? What things might you see growing in a tree?*
- Encourage children to imagine they are climbing a tree to get up to a tree house. Ask them to role play climbing up the ladder, reaching the top, and looking around from the tree house. Get them to think about the different things they may see when they are up in the tree.

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?*
- Ask children to predict what the story will be about. Discuss the cover illustrations. Ask, *What can you see? Where is the girl? What is she doing? How do you think she got up in the tree? What things might she see in the tree?*
- Flip through the book. Encourage discussions about the events and illustrations in the text. When discussing the story, use vocabulary from the text. Talk about how illustrations can help us to understand the meaning of the story and assist us with reading unfamiliar words.

pp. 2–3 Ask, *What can the girl see up in the tree? What is she doing? Why might she be going to the ladder?*

pp. 4–5 Ask, *Where can the girl see a leaf? What is she climbing up?*

pp. 6–7 Ask, *What can the girl see up in the tree? How is she able to see the caterpillar that is up in the tree?*

pp. 8–9 Ask, *Where is the spider? Where is the girl climbing now?*

pp. 10–11 Ask, *What can the girl see up in the tree? Where is she now?*

pp. 12–13 Ask, *Where is the bird? What is the girl doing up*

in the tree?

pp. 14–15 Ask, *Where can the girl see the nest? How can she see the nest that is up in the tree?*

p. 16 Ask, *What can the girl see in the nest that is up in the tree? How do you think she feels when she sees the chick?*

Reading the text

- Get children to read the text 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.
- Stop at any words the 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 you work out the meaning of the word?*
- Talk about the repetitive sentence structure in the text: 'I can see a _____ up in the tree.' Encourage children to locate where these sentences occur in the text. Write sentences from the text onto strips of paper, and then cut up the sentences to form cards (one word per card). Jumble up the cards and get children to rearrange them to make the sentences.
- Encourage children to relate the text to their own experiences. Ask, *Have you ever climbed up a tree? What things have you seen up in a tree? Where else have you seen a caterpillar, butterfly, leaf, bird, or chick?*
- Get children to summarise the story in their own words. Ask, *What happened in the story? Where did the girl go? What things did she see up in the tree?*

- Ask inferential questions such as: *Why do you think the girl climbed up in the tree? Why is she happy when she sees the chick in the nest? What other things might she see up in the tree? How do you think she will get down?*

After reading

Focus specifically on meaning, structure and visual cues that children found difficult while reading. Focus on phrasing and repetitive flow of the text.

Choose from the following activities:

Comprehension

- Ask children to retell the events of the text. Ask, *What happened at the beginning of the story? What happened next? What things did the girl see as she climbed up the tree?* Flip through the book to encourage discussion of events. Show children two different pictures in the text; for example, pages 7 and 13. Ask, *Which happened first in the story? How do you know?* Get children to complete **PW 85**.
- Get children to predict what happens after the story finishes. Ask, *What do you think the girl will do now? Where might she go? What other things might she see?* Get children to draw a picture of what they think will happen next.

Phonological awareness/Graphophonics

- Discuss how looking at the initial letter can assist with reading the word. Identify the word 'flower' and say, *This word starts with the sound 'f'. What can you see in the illustration that starts with this sound?* Repeat with other words such as 'leaf', 'caterpillar' and 'spider'. Get children to complete **PW 86**.
- Say the word 'bird' to the children. Ask, *What sound can you hear at the beginning of the word? What sound can you hear at the end of the word?* Encourage children to say the word aloud to help them recognise the sounds. Repeat by selecting other words from the text such as 'tree' and 'nest'.

Vocabulary

- *High-frequency words:* 'a', 'I', 'can', 'in', 'Look', 'see', 'the', 'up'. Write these words on flash cards and, as a group, get children to practise reading these words.
- Write the high-frequency words onto cards (two cards per word). Get children to play games such as Noughts and Crosses or Snap using the cards.
- Get children to look carefully at the high-frequency words. Encourage them to look at the letters in each word. Ask, *How many letters are in each word? What letters can you see?* Provide children with different coloured markers and encourage them to practise spelling the words in different colours.

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 reading the text to each other smoothly and without stopping.

Text conventions

- *Upper- and lowercase letters:* Discuss upper- and lowercase letters with the children. Ask them to identify upper- and lowercase letters in the text. Discuss how capital letters are used at the beginning of sentences.
- *Full stops:* Talk about how full stops are used at the end of sentences. Flip through the book and get children to identify the full stops on each page. Copy sentences from the text onto paper, but don't record the full stops. Get children to read the sentences and record the full stop.
- *Sentence features:* Discuss how sentences begin with a capital letter and end with a full stop. Get children to count the sentences in the text. Encourage them to count the number of words in the sentences.

Writing

- Get children to draw a picture of something they might see up in a tree. Explain that they may choose something that was in the text or they may think of something else they may see up in a tree. Encourage children to describe what they have drawn in their picture. Provide them with the sentence prompt: *I can see a _____ up in the tree.* Ask them to use the sentence prompt to write a sentence about their drawing. Get children to complete **PW 87**.

English Language Learners

- Take children outside to look carefully at a tree or look at photographs of trees online. Encourage children to identify and label the different parts of the tree, such as the trunk, branches, leaves, bark and roots. Get children to describe the different colours and textures on the tree, such as brown, green, smooth and bumpy. Ask children to look carefully to see if they can find anything else interesting about the tree. Provide children with paper and coloured pencils and get them to draw a detailed picture of the tree they looked at. Support them in labelling parts of their picture.

Assessment

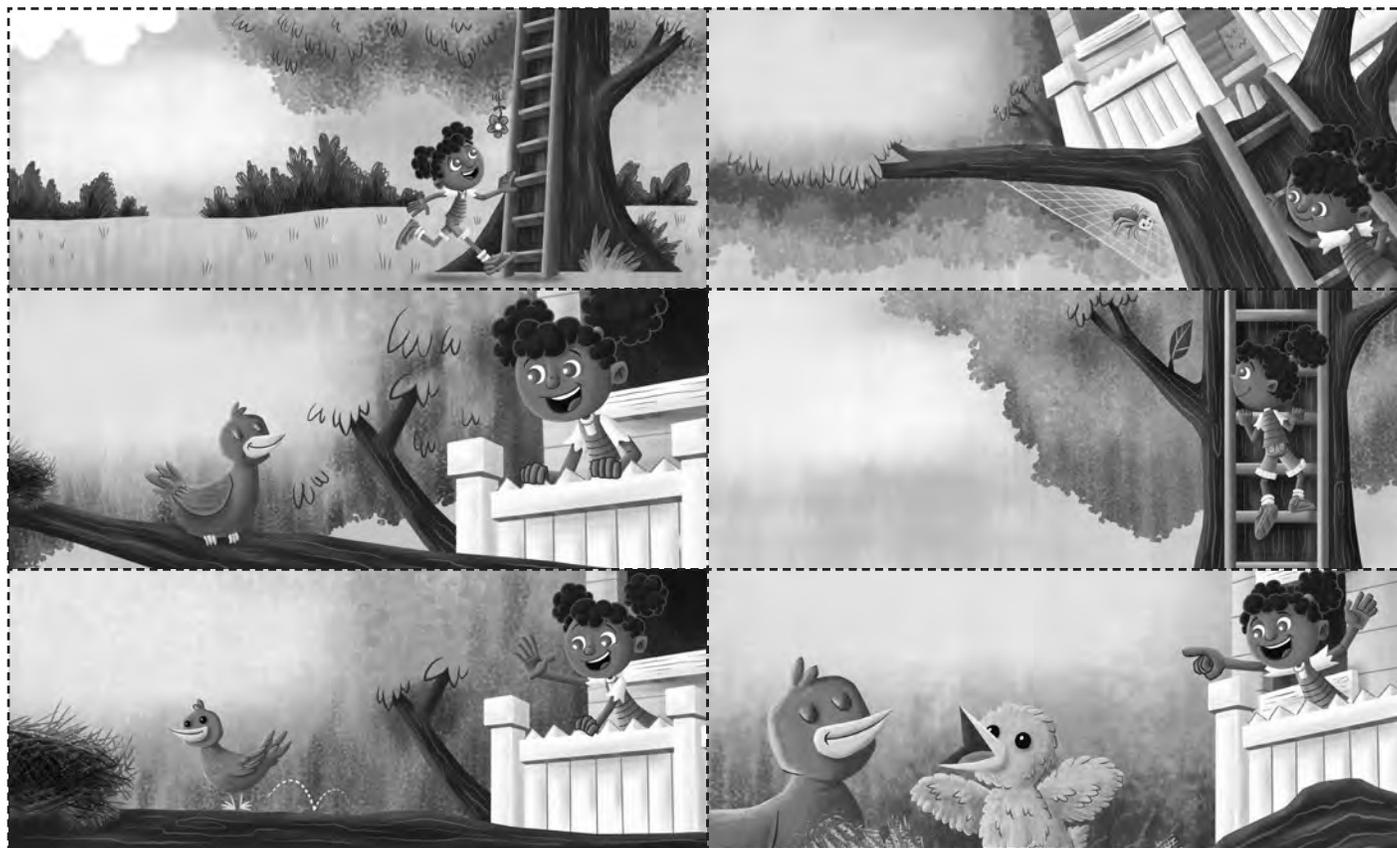
- Note the child's responses, attempts and reading behaviours before, during and after reading.
- PWs 85, 86 and 87 completed
- Collect work samples, e.g. PW 85 could be kept in the child's portfolio
- Complete Running Record (page 229)

Name: _____ Date: _____

Sequencing pictures

You will need: scissors, glue, paper

- Cut out the pictures. Put them in order and paste them on a piece of paper.



Main teaching focus

Comprehension: Sequencing events from the text

Teacher's note

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

Name: _____ Date: _____

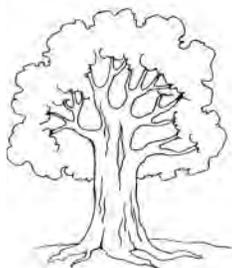
Beginning sounds

You will need: coloured pencils

- Circle the beginning sound for each picture.



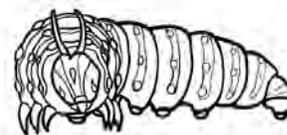
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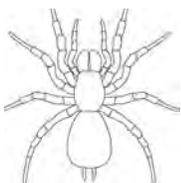
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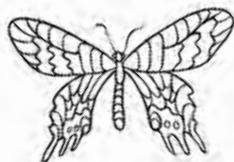
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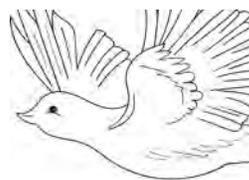
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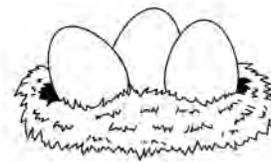
s r v



y z b



b t s



g d n



e l b



g v u

Main teaching focus

Graphophones: Initial letter sounds/names

Teacher's note

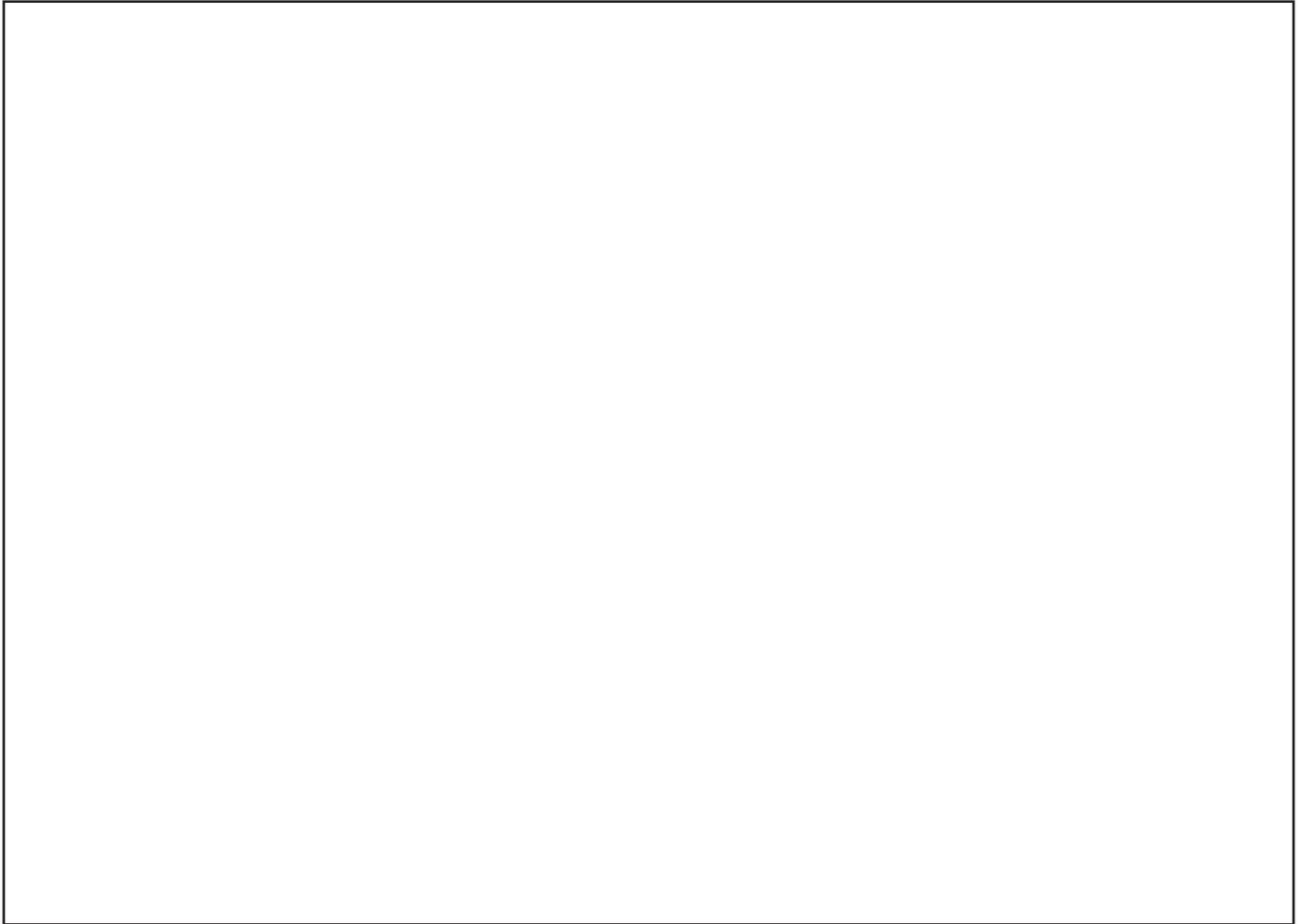
Children circle a letter under each picture to show the beginning sound of the word.

Name: _____ Date: _____

Write and draw

You will need: coloured pencils

- Draw a picture of something you can see in a tree.
- Complete the sentence.



I can see a _____ up in the tree.

Main teaching focus

Writing: Composing a sentence related to a text; handwriting

Teacher's note

Children draw a picture of something they might see up in a tree. Then they complete the sentence by tunnelling and using sound-letter correspondence.

Making Friends

Level: 2 Fiction Word count: 64 Text type: Narrative

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



High-frequency words introduced: on

High-frequency words consolidated: am, at, I, is, Look, me, the

Programme link: *Making Friends* E-Book

Curriculum links: me/family, community, creative play

Sentence structure: Look at _____. _____ am/is on the _____.

Story summary: Find out how the boy makes friends with Meg at the playground as they play on the ladder, slide, bridge and swing.

Tuning in

- Discuss ways of making friends. Ask, *What do you need to do when you are making friends? How do you know if someone wants to be your friend? How are you a good friend?* Encourage children to talk about their friends and the things they like to do together.
- As a group, make a list of things that you might see or do at a playground. Ask, *What games can you play at the playground? What do you like to do at the playground? Who can you play with at the playground?*

Book walk

- Introduce the story. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title?*
- Ask children to predict what the story will be about. Discuss the cover illustrations. Ask, *What can you see? How can you tell that the boy and girl are friends? How do you think they became friends? Where are they playing together? What games might they play together?*
- Flip through the book. Encourage discussions about the events and illustrations in the text. When discussing the story, use vocabulary from the text. Talk about how illustrations can help us to understand the meaning of the story and assist us with reading unfamiliar words.
 - pp. 2–3 Ask, *Where is Meg? What is Meg climbing on? Is she playing with the boy?*
 - pp. 4–5 Ask, *Where is the boy? What is he climbing on? Why do you think he is climbing on the ladder?*
 - pp. 6–7 Ask, *Where is Meg? What is Meg doing? What is the boy doing?*
 - pp. 8–9 Ask, *Where is the boy? What is he on? Why do you think Meg is watching him?*
 - pp. 10–11 Ask, *Where is Meg? What is Meg on? Why do you think she is waving at the boy?*
 - pp. 12–13 Ask, *Where is the boy? What is he on now? Who is he waving at? Why do you think he is waving at Meg?*

pp. 14–15 Ask, *Where is Meg? What is Meg on now? Why is Meg pointing at the swing?*

p. 16 Ask, *Where is the boy? What is he on? How do you know they are friends?*

Reading the text

- Get children to read the text 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.
- Stop at any words the 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 you work out the meaning of the word?*
- Talk about the repetitive sentence structure in the text: 'Look at _____.' '_____ is/am on the _____.' Encourage children to locate where these sentences occur in the text. Write sentences from the text onto strips of paper, and then cut up the sentences to form cards (one word per card). Jumble up the cards and get children to rearrange them to make the sentences.
- Ask children to relate the text to their own experiences. Ask, *How do you make friends? What do you do if you would like to play with someone? What things do you play on at the playground?*
- Get children to summarise the story in their own words. Ask, *What happened in the story? What did Meg do in the story? What did the boy do in the story? How did they become friends?*

- Ask inferential questions such as: *Why do you think the boy copies Meg at the playground? Why are the children smiling when they are on the swings? How does the boy know that Meg wants him to play on the swing with her? What might they play on next?*

After reading

Focus specifically on meaning, structure and visual cues that children found difficult while reading. Focus on phrasing and repetitive flow of the text.

Choose from the following activities:

Comprehension

- Get children to retell the events in the story. Encourage them to role play the events and show how the boy and Meg became friends. Prompt children's thinking by asking questions. For example, ask, *Why did Meg watch the boy when he went down the slide? Why did the boy follow Meg on the bridge? Why did Meg point to the swing? Why were they smiling at each other?* Get children to complete **PW 88**.
- Copy sentences from the text onto cards (one word per card). Mix up the cards and get children to sequence the cards back into the correct order. Discuss strategies such as putting the uppercase letter at the start, the full stop at the end, and rereading to make sure it makes sense. Get children to draw pictures to match the sentences.

Phonological awareness/Graphophonics

- Discuss how looking at the initial letter can assist with reading the word. Identify the word 'ladder' and say, *This word starts with the sound 'l'. What can you see in the illustration that starts with this sound?* Repeat with other words such as 'swing', 'bridge' and 'slide'.
- Point to different parts in the illustrations and ask children to name the item and identify the beginning sound for that word. For example, point to the tree and say, *What is this? What letter would the word 'tree' begin with?*
- Identify the word 'Meg'. Discuss the strategy of sounding out and model reading the word by saying the sounds of the letters (i.e. m-e-g). Repeat with the words 'at' and 'on'.

Vocabulary

- *High-frequency words:* 'am', 'at', 'I', 'is', 'Look', 'me', 'on', 'the'. Write these words on flash cards and, as a group, get children to practise reading these words.
- Write the high-frequency words onto cards (two cards per word). Get children to play games such as Noughts and Crosses or Snap using the cards.

- Encourage children to locate the high-frequency words in the text. Ask, *How many times can you find each word in the text?* Get children to complete **PW 89**.

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 reading the text to each other smoothly and without stopping.

Text conventions

- *Upper- and lowercase letters:* Discuss upper- and lowercase letters with the children. Ask them to identify upper- and lowercase letters in the text. Talk about how capital letters are used at the beginning of sentences. Encourage children to locate specific letters in the text. For example, say, *Find an uppercase and a lowercase 'm'.*
- *Full stops:* Talk about how full stops are used at the end of sentences. Flip through the book and get children to identify the full stops on each page.
- *Sentence features:* Discuss how sentences begin with a capital letter and end with a full stop. Get children to count the sentences in the text. Encourage them to count the number of words in the sentences.

Writing

- Get children to draw pictures of a time they have made a friend. Ask, *Who did you make friends with? Where did you make friends with them? How did you make friends with them?* Ask them to write a sentence about their drawing. Support children in using high-frequency words and sound-letter correspondence as they compose their text.

English Language Learners

- Get children to make a playground picture using **PW 90**. Ask them to cut out the playground items and paste them on a piece of paper. Children can also draw other things they might see at a playground. Encourage them to describe their playground picture and talk about how they could make friends with people at the playground.

Assessment

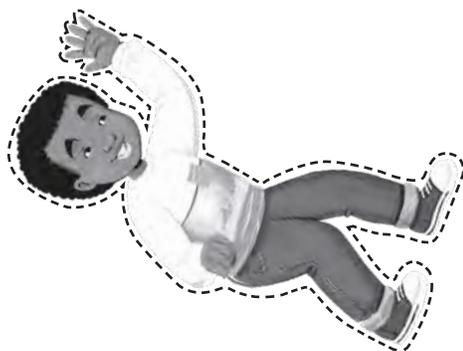
- Note the child's responses, attempts and reading behaviours before, during and after reading.
- PWs 88, 89 and 90 completed
- Collect work samples, e.g. PW 88 could be kept in the child's portfolio
- Complete Running Record (page 230)

Name: _____ Date: _____

Retell puppets

You will need: scissors, craft sticks, tape

- Cut out the pictures.
- Use tape to stick a craft stick to the back of the people to make a puppet.
- Use your puppet to role play events of the story on the playground.



Main teaching focus

Oral language development: Role playing events from the text; *Comprehension:* Recalling events from the text.

Teacher's note

Children cut out the pictures. Then they use tape to attach a craft stick to the back of the boy and Meg to make puppets. Children can then use the puppets to role play the events of the story using the playground picture.

Name: _____ Date: _____

Find the high-frequency words

You will need: coloured pencils

- Find the high-frequency word hidden in each line.
- Colour it in when you find it!

Look h t L o o k e a

am y o b r p e a m

l e l s f m c x o

is u p v e o i s n

at a t h y c e l a

me j o w q z i m e

the g t h e w a f r

on e a s o n s h o

Main teaching focus

Vocabulary: Visual recognition of high-frequency words

Teacher's note

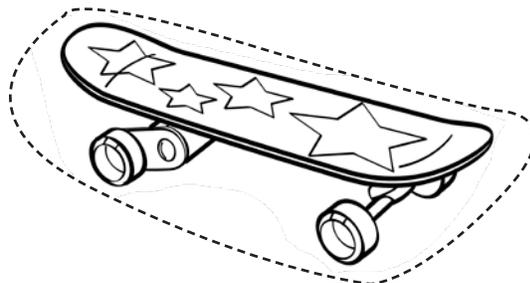
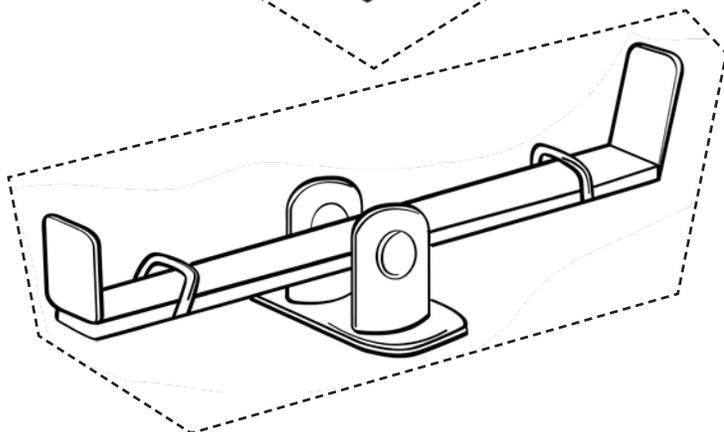
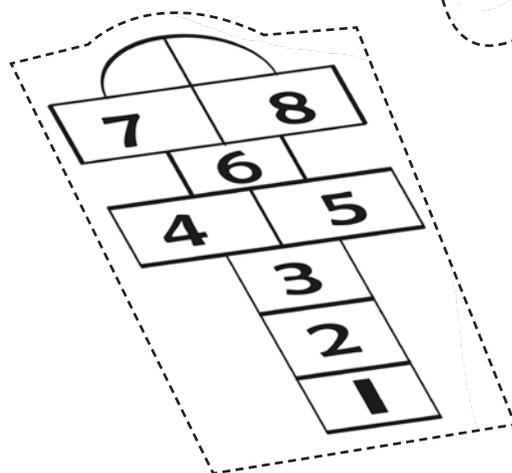
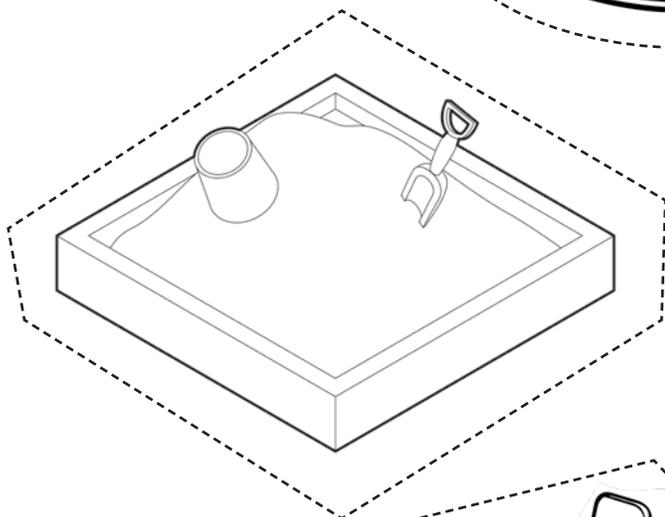
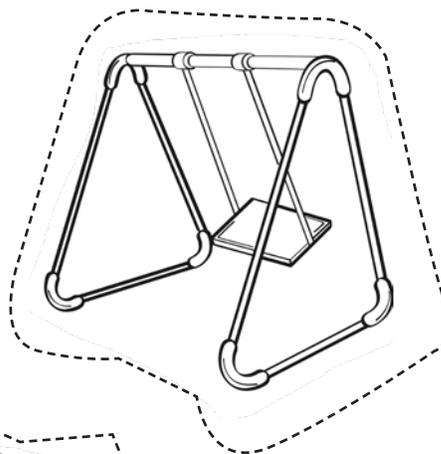
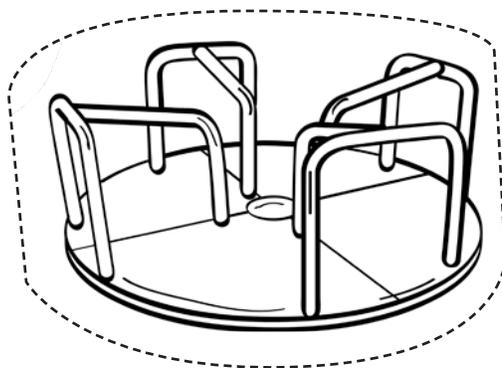
Children find and colour the high-frequency word hidden in each row of letters.

Name: _____ Date: _____

Playground picture

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

- Colour in the pictures and cut them out.
- Paste them onto the paper to make a playground picture.
- Draw other things you might see at the playground.



Main teaching focus

Oral development: Vocabulary - 'playground' words

Teacher's note

Children colour and cut out pictures. Then they paste them onto paper to make a playground scene. Encourage children to describe their picture and discuss how to make new playground friends.

My Shopping

Level: 2 Non-fiction Word count: 53 Text type: Explanation

High-frequency words introduced: it, this; goes (*academic*)

High-frequency words consolidated: a, here, is, my

Programme links: *My Shopping* E-Book, *To the Shops* (fiction), Digital Poster 'Three Currant Buns'

Curriculum link: me/family, community

Sentence structure: This is a _____.

It goes here.

Text summary: A boy goes shopping with his mother and picks a range of items to put into the shopping basket.



Tuning in

- Discuss the concept of 'here'. Say, *What does 'here' mean? 'Here' means a place where someone or something is. Point to a poster up on the wall and say, 'The poster is up here on the wall. Point to a book on the floor and say, 'The book is down here on the floor. Point to some pencils and say, 'Here are your pencils. The pencils are here. Using your various models, children point to an object and say a sentence using 'here'. Scribe some of these sentences onto a board or chart paper and get children to read them out.*

Book walk

- Introduce the story. Give each child a copy of the book. Discuss the cover photograph.
- Read the title. Ask, *How many words are in the title? Let's count them.*
- Flip through the book. Encourage discussion about the photographs. Discuss how illustrations can help us to understand the meaning of the sentences and to read unfamiliar words. Discuss the facial expressions and hand gestures of the characters. When questioning, use vocabulary from the text.

pages 2–3: Ask, Where is the boy? What has the boy picked up? What colour is the banana? Where does he put the banana?

pages 4–5: Ask, What has the boy got now? What does the pear look like? What colour is the pear? Where will the boy put the pear?

pages 6–7: Ask, What has the boy got now? What does the carrot look like? Where is he putting the carrot? What might he do with the carrot when he gets home?

pages 8–9: Ask, What has the boy got now? What does the tomato look like? What colour is the tomato? Where will he put the tomato?

pages 10–11: Ask, What has the boy got now? What colour is the sausage? Where is he putting the sausage? What might he do with the sausage when he gets home?

pages 12–13: Ask, What does the boy have now? What does

the cookie look like? Where will he put the cookie? Can you see any other cookies?

pages 14–15: Ask, What has the boy got now? What does the cake look like? Where is the boy putting the cake? What might he do with the cake when he gets home?

page 16: Ask, Where is the boy now? What is the boy going to do next? Who might pay for the food? How will they pay? What might the boy do next? Where might the boy go now? What might the boy do with his food?

Reading the text

- Get children to read out loud. Focus on meaning, structure and visual cues. Stop at any words the children are having difficulty with and discuss decoding strategies. Look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Talk about the sentences: 'This is a _____. It goes here.' Ask children to find these words on each page.
- Have the children relate the text to their own experiences. Ask, *Have you ever been to a supermarket? Who have you been shopping with? Do you use a trolley or a basket when you go shopping? What kind of fruit do you buy when you go to the supermarket? What other kinds of food do you buy when you go shopping? How does your mum or dad pay for the food?*
- Ask children to summarise the text in their own words. Ask, *Can you tell me what happened in the book?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- **Recall:** Ask, *What are some of the different items the boy got when he went shopping? What fruit and vegetables did the boy get?* List the different items. Children complete **PW 91**

(page 153), colouring and cutting out the pictures and pasting them next to the matching sentence. The labels under the pictures will assist children with this task.

- **Predicting:** Look at pages 10–11 and point to ‘sausage’. Say, *This word is ‘sausage’. Why do you think the boy bought a sausage? What do you think the boy will make with the sausage?* Look at pages 14–15 and point to ‘cake’. Say, *This word is ‘cake’. Why do you think the boy bought a cake? What do you think the cake is for? Could the cake be for a birthday or a party? Who might the cake be for?*
- **Sequencing:** Children sequence the events in beginning, middle and end order. Ask, *What was the first thing the boy put into his shopping basket? What did the boy put into his shopping basket next? What did the boy do in the end?* Children act out the events in the text.

Phonological awareness/Graphophonics

- Flip through the book. Say, *We are on a ‘c’ word search. What sound does ‘c’ make? Let’s see how many words we can find that begin with the letter ‘c’.* Look at pages 6–7 and point to ‘carrot’. Say, *This word is ‘carrot’. It begins with a ‘c’.* Look at pages 12–13 and point to ‘cookie’. Say, *This word is ‘cookie’. It begins with a ‘c’.* Look at pages 12–13 and point to ‘cake’. Say, *This word is ‘cake’. It begins with a ‘c’.* Children complete **PW 92** (page 154), colouring the pictures that begin with ‘c’.

Vocabulary

- **Visual recognition of high-frequency words:** Focus on the shape and sounds of the introduced/consolidated high-frequency words. Where a high-frequency word begins a sentence, distinguish between its uppercase and lowercase form. Ask children how many times they can find the high-frequency words in the text. Go through the book, counting when they find the words. Note: you may wish to select only the introduced high-frequency words.
- On long strips of paper, write the following sentences: ‘This is a banana. It goes here.’ ‘This is a carrot. It goes here.’ Cover some of the high-frequency words with sticky notes. Say, *Some of the words in these sentences have been covered. Let’s read them together and see if we can work out what has been covered.* Read the sentences with the children. Children identify the covered high-frequency words.
- **Food names/categorisation:** Make a list of the different foods that the boy put into his shopping basket. Look at the words ‘carrot’, ‘banana’, ‘pear’ and ‘tomato’. Say, *These belong to two food groups. Does anyone know what food groups they are from?* (fruit group and vegetables group) Look at pages 12–13 and 14–15. Say, *The cookie and cake came from the same place in the supermarket. Does anyone know what this place is called?* (bakery)

Fluency

- Introduce the concept of ‘reading like talking’. Model how to read the story with fluency. Show children how it would sound if they read with no fluency.
- Point out how to group words together to create natural phrasing, like speech, e.g. ‘This is a _____./It goes here.’ Choose children to act out the story, repeating the sentences in this way.

Text conventions

- **Full stops:** Look at the placement of the full stops. Say, *A full stop must be at the end of a sentence. Let’s count the full stops.*
- **Uppercase letters:** Point out the use of an uppercase letter at the beginning of a sentence.

Writing

- Make individual ‘My shopping’ books. Fold four pieces of A4 paper in half from top to bottom. Staple down the folded side. On the front cover write: ‘My shopping’. On the top of each subsequent page write: ‘This is a _____. It goes here.’ Children write in the name of each item the boy put into his shopping basket and draw a matching illustration.

► English Language Learners

- Children complete **PW 93** (page 155), colouring and cutting out pictures of the items the boy put into his shopping basket and pasting them in the picture of the shopping basket.

► Assessment

- PWs 91, 92 and 93 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 91 could be kept in the child’s portfolio
- Complete Running Record (page 231)

Name: _____ Date: _____

Match pictures and sentences

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

This is a banana. It goes here.



This is a carrot. It goes here.



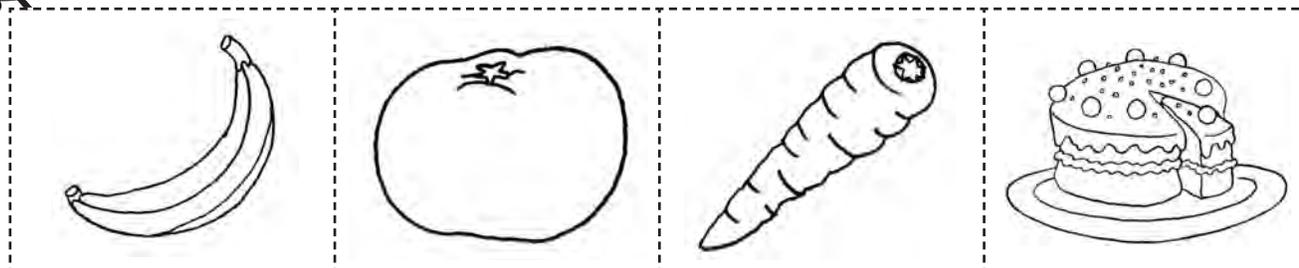
This is a tomato. It goes here.



This is a cake. It goes here.



Here is my shopping.



banana

tomato

carrot

cake

Main teaching focus

Comprehension: Recall events in the text.
Matching sentences to pictures.

Other teaching focus

Vocabulary: Names of foods/food groups.
Fluency: Reading like talking.

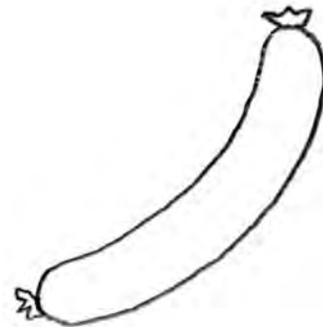
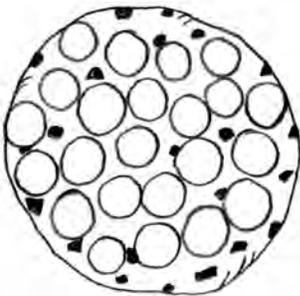
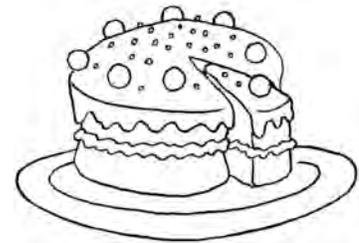
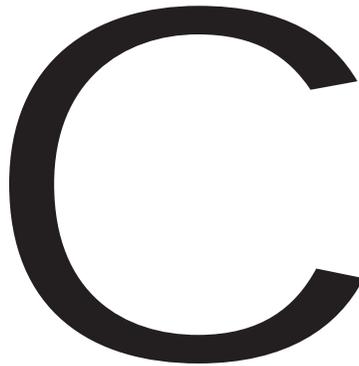
Teacher's notes

Children read each sentence and identify the food. They then find the picture of that food, colour it, cut it out and paste it beside the sentence.

Name: _____ Date: _____

Words that start with 'c'

You will need: coloured pencils or crayons



Main teaching focus

Comprehension: Recall of items in the text.
Graphophonics: Initial letter name/sound 'c'.

Other teaching focus

Vocabulary: Names of food.

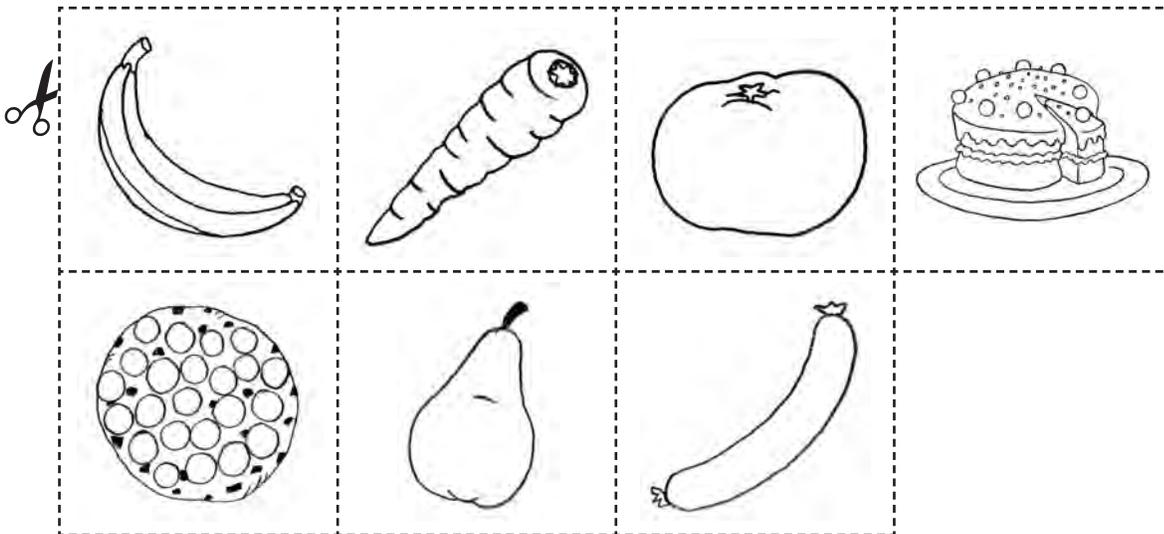
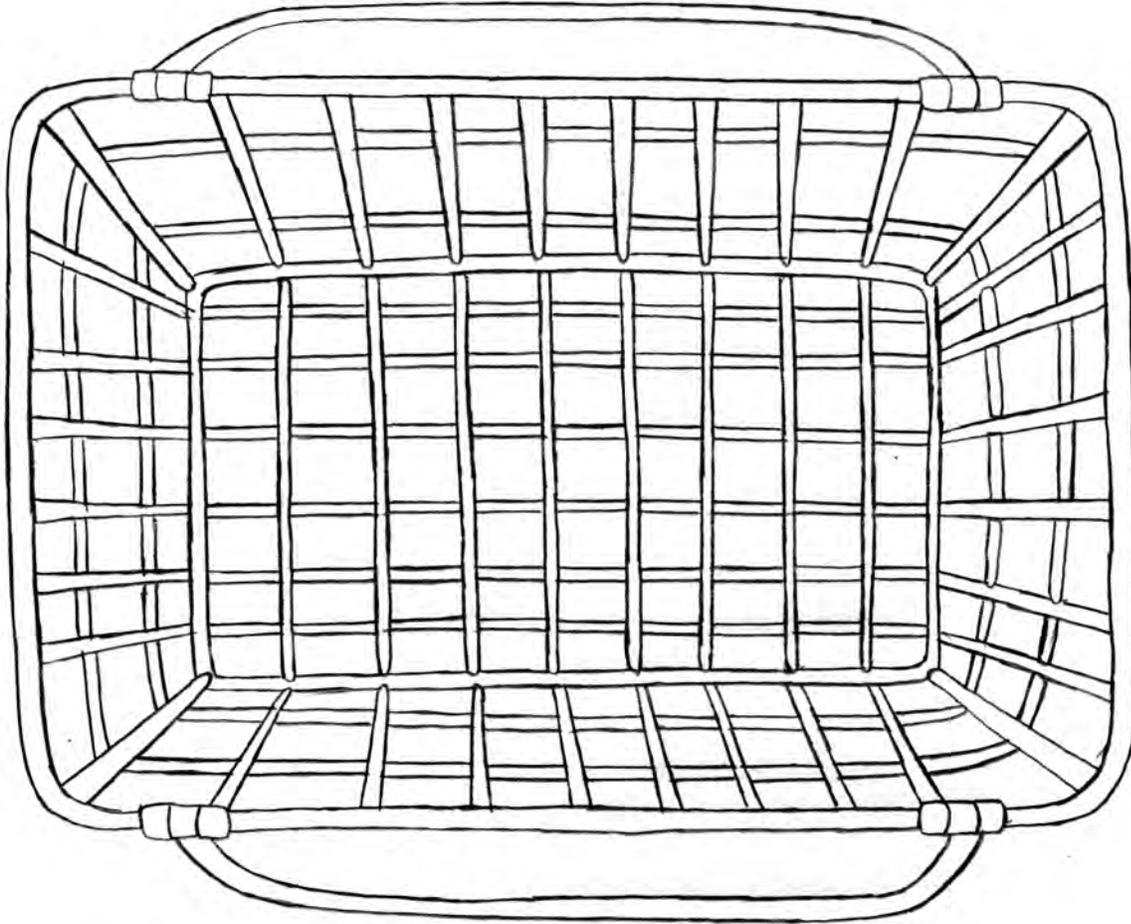
Teacher's notes

Children identify and colour in only the pictures that begin with the letter 'c'.

Name: _____ Date: _____

Shopping basket

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



Main teaching focus

Comprehension: Recall of items in the text.

Other teaching focus

Vocabulary: Recognition of theme words/ foods.

Teacher's notes

Children colour and cut out the pictures of the foods the boy put into his shopping basket and paste them into the shopping basket.

My Little Toys

Level: 2 Non-fiction Word count: 48 Text type: Report (information)



High-frequency words introduced: big, it, little, this

High-frequency words consolidated: is, my

Programme links: *My Little Toys E-Book, I Am Big (fiction), Digital Poster 'I'm a Little Aeroplane'*

Curriculum link: me/family, community

Sentence structure: This _____ is big.
This _____ is little.
It is my _____.

Text summary: A boy compares the size of his toys to the size of the real objects.

Tuning in

- Discuss the concepts of 'big' and 'little'. Say, *What does 'big' mean? The words 'big' and 'little' describe the size of something. The word 'big' means that something is large. The word 'little' means that something is small.*
- Look around the classroom and ask, *Is there anything in the classroom that is big? Is there anything in the classroom that is little?* On paper, draw a table with the headings 'Big' and 'Little' and ask children to suggest big and little objects in the classroom. Add these to the table. Note: explore initial letter names and sounds for each object as you write its name.

Book walk

- Introduce the book. Give each child a copy of the book. Discuss the cover photograph.
- Read the title. Ask, *How many words are in the title? Let's count them.*
- Flip through the book. Encourage discussion about the photographs. Discuss how photographs can help us to understand the meaning of the story and to read unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3: Point to the word 'big'. Say, *This word is 'big'. What is in the picture? Is the truck big or little?*

pages 4–5: Point to the word 'little'. Say, *This word is 'little'. What does the boy have? Is his truck big or little? What is the boy doing with his truck?*

pages 6–7: Point to the word 'big'. Say, *This word is 'big'. What is in the picture? What does the boat look like? What is the boat doing in the picture? Is the boat big or little?*

pages 8–9: Point to the word 'little'. Say, *This word is 'little'. What does the boy have now? Is his boat big or little?*

pages 10–11: Point to the word 'big'. Say, *This word is 'big'. What is in the picture? Is the train big or little?*

pages 12–13: Point to the word 'little'. Say, *This word is 'little'. What toy does the boy have now? Whose train do you*

think it is? Is the train big or little?

pages 14–15: Point to the word 'big'. Say, *This word is 'big'. What is in the picture? Where is the plane? Is the plane big or little?*

page 16: Point to the word 'little'. Say, *This word is 'little'. What toy does the boy have now? Is his plane big or little? What might the boy do with his toy plane?*

Reading the text

- Get children to read out loud. Focus on meaning, structure and visual cues. Stop at any words the children are having difficulty with and discuss decoding strategies. Look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Talk about the sentences: 'This _____ is big/little. It is my _____.' Ask children to find these words on each page.
- Have the children relate the text to their own experiences. Ask, *Have you ever seen a truck/plane/train/boat? Where did you see trucks/planes/trains/boats? Were the trucks/planes/trains/boats big or small? Do you have a toy truck/plane/train/boat? Is your toy truck/plane/train/boat big or little?*
- Ask children to summarise the text in their own words. Ask, *Can you tell me what happened in the book?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- **Recall/sequencing:** Ask, *What were some of the toys the boy had? Were the boy's toys big or little? What were some of the other objects in the pictures? Were they big or little?* Children complete **PW 94** (page 158), colouring in the big items and then cutting them out and sequencing them in the order they appear in the book.

- **Sequencing:** Children complete **PW 95** (page 159), cutting out the sentence strips, then cutting out the words and pasting them in their books in the correct order to form a sentence.

Phonological awareness/Graphophonics

- Look at pages 2–3 and point to ‘truck’. Say, *This word is ‘truck’. What letter does the word ‘truck’ start with?* Children identify the letter ‘t’. Ask, *What sound does ‘t’ make?* Go through the text and find all the objects and identify the initial letter and its matching sound for each.
- Look at pages 2–3 and point to ‘This’. Say, *The word ‘This’ has a capital letter and lowercase letters in it. Can you point to the lowercase letters? Can you point to the capital letter?* Children point to the different letters and say the letter names. Repeat for the next three pages. Present ‘it’ in uppercase and lowercase form. Talk about how capital letters always begin a sentence.

Vocabulary

- **Opposites:** Look at pages 2–3 and point to ‘big’. Say, *This word is ‘big’. Does anyone know the opposite of ‘big’? (little) Can we think of any other opposite words?* Brainstorm, e.g. ‘hot’ and ‘cold’; ‘up’ and ‘down’.
- **Transport:** Look at pages 2–3 and point to ‘truck’. Say, *This word is ‘truck’. A truck is a kind of transport. Transport is a way to get around. Can you think of some different types of transport? (e.g. cars, trucks, buses, trains, trams, planes, boats) Let’s see how many different types of transport we can find in the text.* Look through the text and list the different types (truck, plane, train and boat) on the board. Children complete **PW 96** (page 160) where they trace over words then match them to the pictures of different types of transport.
- **Visual recognition of high-frequency words:** Focus on the shape and sounds of the introduced/consolidated high-frequency words. Where a high-frequency word begins a sentence, distinguish between its uppercase and lowercase form. Ask children how many times they can find the high-frequency words in the text. Go through the book, counting each time they can find the words. Note: you may wish to select only the introduced high-frequency words.

Fluency

- Introduce the concept of ‘reading like talking’. Model how to read the story with fluency. Show children how it would sound if they read without fluency.
- Point out how to group words together to create natural phrasing, like speech, e.g. ‘This _____ is big./It is my _____. This _____ is little./It is my _____.’ Choose children to read the story, repeating the sentences in this way.

Text conventions

- **Full stops:** Look at the placement of the full stops. Say, *A full stop must be at the end of a sentence. Let’s count the full stops.*

Writing

- Make individual ‘My little toys’ books. Fold four pieces of A4 paper in half from top to bottom. Staple down the folded side. On the front cover write: ‘My little toys.’ On the top of each subsequent page write: ‘This _____ is big.’ or ‘This _____ is little.’ Children fill in the sentence with an object, either from the text or something else they have thought of. Make sure a written model of each word is available. Children add their own illustrations to their books.

► English Language Learners

- Collect catalogues from local businesses. Children use these to hunt for objects that are big and little, e.g. big: television, bike; little: shoe, DVD. Discuss how you can tell if these objects are big or little even though they are all similar in size in the catalogue. Explain how you must think about what size they would be in real life. Children cut out the items and make two collages: ‘Big’ and ‘Little’.

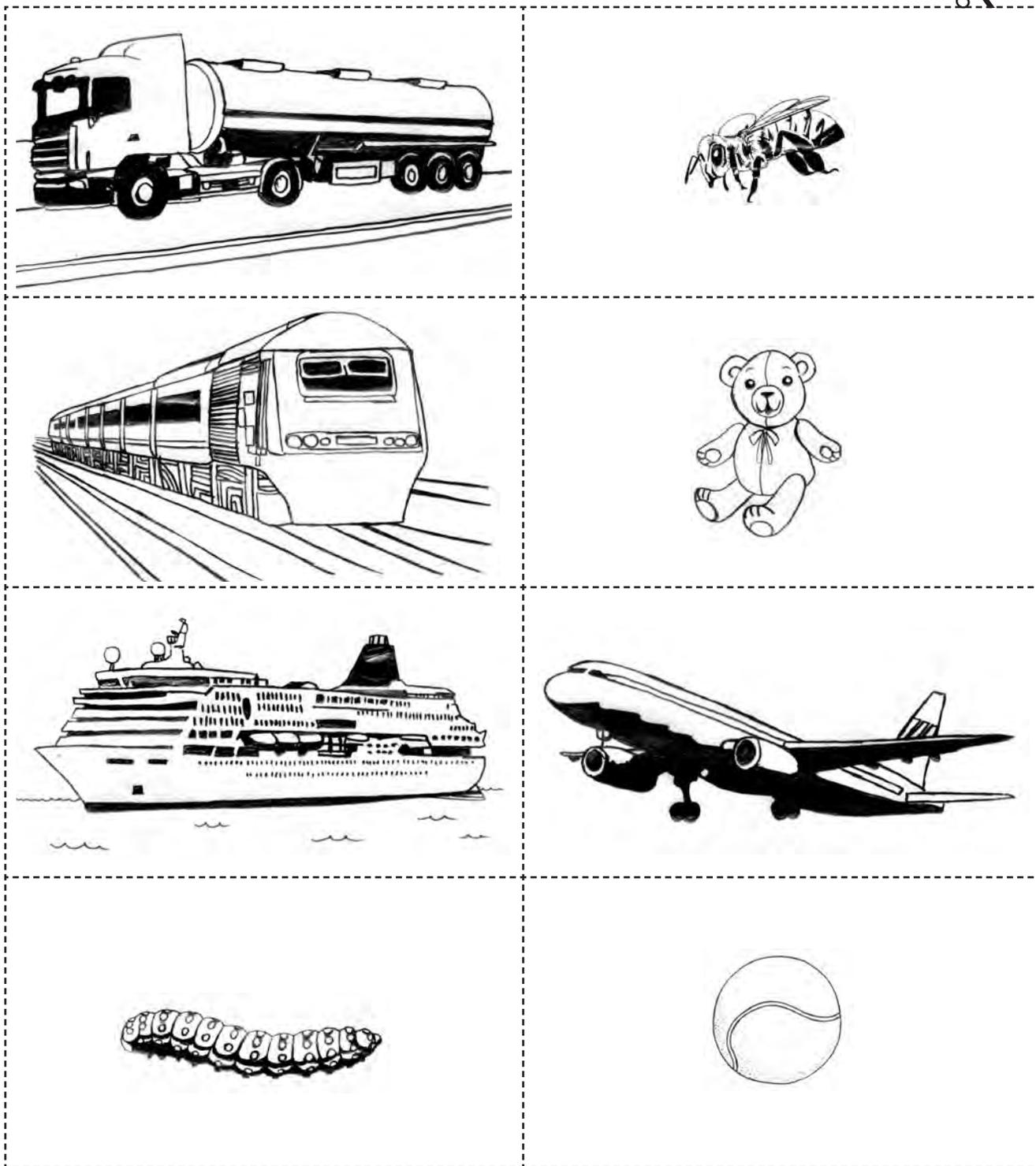
► Assessment

- PWs 94, 95 and 96 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 94 could be kept in the child’s portfolio
- Complete Running Record (page 232)

Name: _____ Date: _____

Big and little

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



Main teaching focus

Comprehension: Recall of items in the text that were 'big'. Sequencing.

Other teaching focus

Oral language development: Talking about big/little objects.

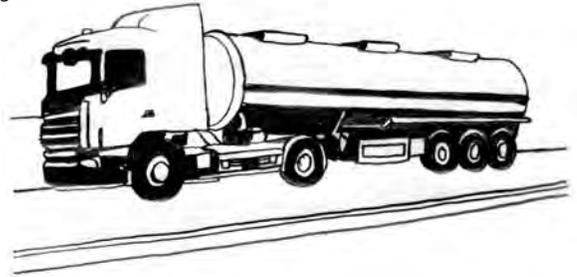
Teacher's notes

Children colour in objects that are big. They cut them out and paste on a long strip of paper in the order they appear in the book.

Name: _____ Date: _____

Make sentences

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

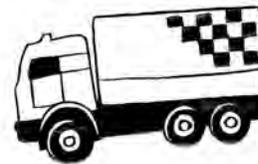


This truck is big.



This is truck big.

This truck is little.



This is truck little.

It is my truck.



It is truck. my

Main teaching focus

Comprehension: Recall of words in the text.
Sequencing of words to form a sentence.

Other teaching focus

Fluency: Reading like talking.

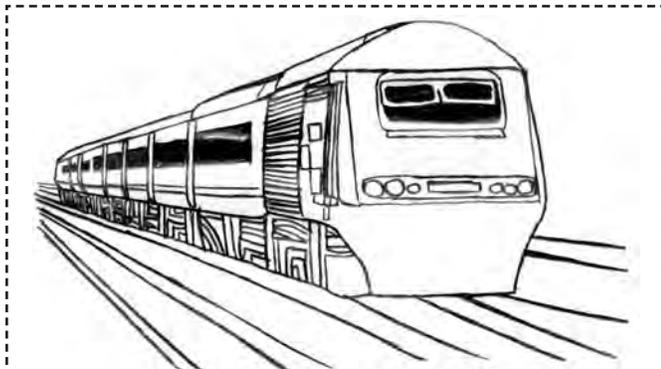
Teacher's notes

Children cut out the sentence strip, cut out each word and then paste them in their books in the correct order to make the sentence. The pictures can be coloured and pasted beside each sentence.

Name: _____ Date: _____

Word and picture match

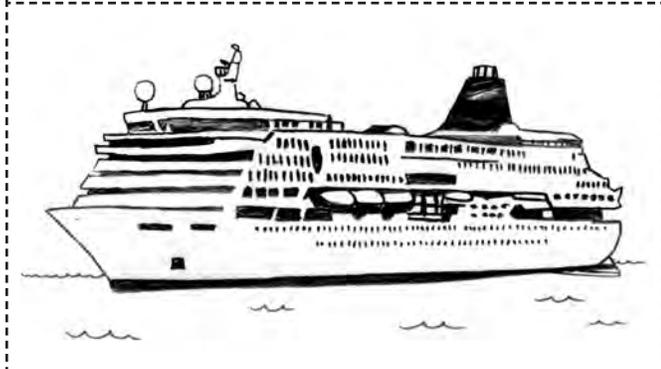
You will need: scissors, glue



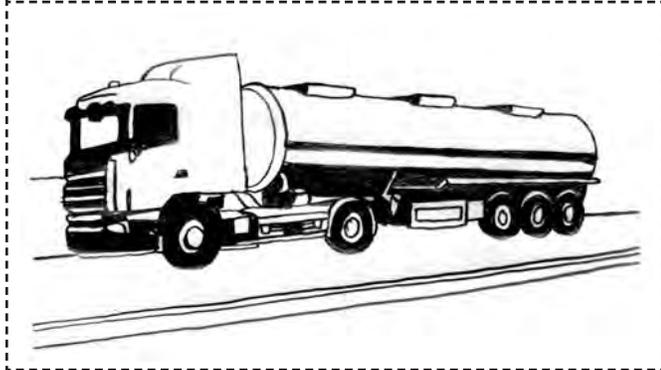
plane



boat



truck



train

Main teaching focus

Vocabulary: Names of transport.

Other teaching focus

Comprehension: Recall of items in the text.

Teacher's notes

Using a pencil, children trace over the words. They then cut out matching words and pictures and paste them into their books.

The Castle

Level: 2 Non-fiction Word count: 52 Text type: Report (information)

High-frequency words introduced: big, can, little, on, see; goes (academic)

High-frequency words consolidated: a, I, my, the

Programme links: *The Castle* E-Book, *My Big Sandcastle* (fiction), Digital Poster 'The Castle'

Curriculum link: me/family, creative play

Sentence structure: I can see a little _____.

The _____ goes on my big _____.

Text summary: A girl uses different toys while she plays with her castle.



Tuning in

- Discuss the concept of a 'castle'. Ask, *What is a castle?* Discuss the children's answers. Talk about who lives in a castle and where a castle might be. Ask, *Do you have a toy castle? Have you ever made a castle? Where?*

Book walk

- Introduce the book. Give each child a copy of the book. Discuss the cover illustration.
- Read the title. Ask, *How many words are in the title? Let's count them.*
- Flip through the book. Encourage discussion about the photographs. Discuss how photographs can help us to understand the meaning of the sentences and to read unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3: Ask, *What can the girl see? What is the girl holding? Is the flag big or little?*

pages 4–5: Ask, *What does the girl do with the flag? Where does she put the flag? Why do you think the girl put the flag there? Point to the word 'goes'. Say, This word is 'goes'. Can you see a little word in 'goes'?*

pages 6–7: Ask, *What can the girl see now? What does the horse look like? What might the girl do with the horse?*

pages 8–9: Ask, *What does the girl do with the horse? Where does the horse go? What does the castle look like now? Ask the children to point to the word 'goes'.*

pages 10–11: Ask, *What does the girl have now? What is the little toy girl wearing? What do you think the girl will do with the toy girl?*

pages 12–13: Ask, *Where does the girl put the little toy girl? Ask the children to point to the word 'goes'.*

pages 14–15: Ask, *What can the girl see now? What does the little toy boy look like? What might the girl do with the toy boy?*

page 16: Ask, *What does the girl do with the toy boy? What has happened to her castle?*

Reading the text

- Get children to read out loud. Focus on meaning, structure and visual cues. Stop at any words the children are having difficulty with and discuss decoding strategies. Look at the photographs. Ask, *Can the pictures help us work out the meaning of the word?*
- Talk about the sentences: 'I can see a little _____. The _____ goes on my big castle.' Ask children to find these words on each page.
- Ask the children to relate the text to their own experiences. Ask, *Have you ever seen a castle? Where was the castle you saw? Are castles big or little? Have you ever played with a castle? Where did you play with a toy castle? Did you have toy horses, little girls and boys or flags? Have you ever played with toy horses, flags and little boys and girls with other toys?*
- Children summarise the text in their own words. Ask, *Can you tell me what happened in the book?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- **Recall:** Ask, *What were some of the toys the girl had? Were the girl's toys big or little? What did the girl do with the toys? Where did the girl put the toys?*
- **Sequencing:** Ask, *What did the girl do first? What did she do next? What did she put on the castle after that? What was the last thing she put on the castle?* Go through what the girl did in steps. Get children to act out what she did. Children complete **PW 97** (page 163), cutting out the pictures and pasting them in order.

Phonological awareness/Graphophonics

- Look at pages 2–3 and point to ‘flag’. Say, *This word is ‘flag’.* What letter does ‘flag’ start with? Children identify the letter ‘f’. Ask, *What sound does ‘f’ make?* Go through the text and find all the objects (horse, girl, boy) and identify the initial letter and its matching sound for each.
- Look at pages 4–5 and point to the word ‘The’. Say, *This word has a capital letter and lowercase letters in it. Can you point to the lowercase letters? Can you point to the capital letter?* Children point to the different letters, saying the letter names. Repeat for pages 8–9, 12–13 and 16.

Vocabulary

- *Opposites:* Look at pages 2–3 and point to ‘little’. Say, *This word is ‘little’.* Does anyone know the opposite to little? (big) Can you think of any other opposite words? (‘hot’ and ‘cold’; ‘up’ and ‘down’)
- *Visual recognition of high-frequency words:* Focus on the shape and sounds of the introduced/consolidated high-frequency words. Ask children how many times they can find the high-frequency words in the text. Go through the book, counting each time they can find the words.
- On a long piece of paper, write: ‘I can see a little flag. The flag goes on my big castle.’ Cover some of the high-frequency words. Say, *Let’s read the sentence. The sentence has some words missing. What words are missing?* Children identify the missing words. Remove the cover and see if they were correct. Children complete the cloze activity on **PW 98** (page 164), cutting out the high-frequency words and pasting them in the sentences.

Fluency

- Introduce the concept of ‘reading like talking’. Model how to read the story with fluency. Show children how it would sound if they read without fluency.
- Point out how to group words together to create natural phrasing, like speech, e.g. ‘I can see/a little ____./The ____ goes on/my big castle.’ Choose children to read the story, repeating the sentences in this way.

Text conventions

- *Full stops:* Look at the placement of the full stops. Say, *A full stop must be at the end of a sentence. Let’s count the full stops.*
- *Features of a sentence—identifying words:* Look at the front cover. Ask, *How many words can you see? Let’s count them.* Turn to pages 2–3. Ask, *How many words can you see? Let’s count them. Are there more words on pages 2 and 3 than on the front cover?* Turn to pages 4–5. Ask, *How many words can you see? Let’s count them. Do all of the pages have the same number of words?* Count the words on each page.

Writing

- Children complete **PW 99** (page 165), tracing over sentences from the text with a pencil and then copying each one.
- Children make their own books using photos taken of them constructing and playing with different toys. Children write: ‘I can see a little _____. The _____ goes on my big _____.’ They fill in the missing words to match the photos. Help any child who finds writing unaided difficult by providing the sentences in yellow highlighter pen for the child to go over with pencil.

► English Language Learners

- Children use bricks, blocks, a toy house or any other constructible toys to play with their selected toys like the girl did in the text. Take photos of them putting different toys into the mix and use the photos for writing activities.

► Assessment

- PWs 97, 98 and 99 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 97 could be kept in the child’s portfolio
- Complete Running Record (page 233)

Name: _____ Date: _____

Sequencing pictures

You will need: scissors, glue



Main teaching focus

Comprehension: Sequencing events in the text.

Other teaching focus

Oral language development: Using time order vocabulary, e.g. first, next, after that, last.

Teacher's notes

Children cut out the pictures and paste them in their books in the order they occur. Some children could write a matching sentence.

Name: _____

Date: _____

Cloze

You will need: scissors, glue

The Castle

I see a little flag.



The flag on my big castle.



I can a little horse.

horse goes on my big castle.

I can see a girl.



The girl goes on big castle.



little	can	my	see	The	goes
--------	-----	----	-----	-----	------

Main teaching focus
Vocabulary: High-frequency words.

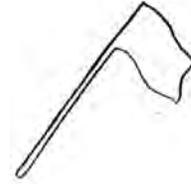
Other teaching focus
Fluency: Reading like talking.

Teacher's notes
Children read the sentence and identify the missing high-frequency word. They cut the missing word out from the bottom of the page and paste in the correct place.

Name: _____ Date: _____

Trace and write

I can see a little flag.



The flag goes
on my big castle.

I can see a little girl.



The girl goes
on my big castle.

Main teaching focus

Writing: Handwriting letter formation.

Teacher's notes

Using a pencil, children trace over the sentences and then copy the sentences on the lines below.

My Birthday

Level: 2

Non-fiction

Word count: 69

Text type: Explanation



High-frequency words introduced: and, it, this

High-frequency words consolidated: is, my

Programme links: *My Birthday* E-Book, *The Birthday Party* (fiction), Digital Poster 'The Birthday Cake'

Curriculum link: me/family, celebrations

Sentence structure: It is my ____
and this is my ____.

Text summary: A girl has a birthday party with her friends.

Tuning in

- Discuss the concept of a 'birthday'. Ask, *What is a birthday? When do people have birthdays? Does everyone have a birthday?* Talk about how a birthday is a celebration of the day you were born. Ask, *Do people get presents on their birthday? How do different families celebrate birthdays?* Children can relate their own family traditions.

Book walk

- Introduce the book. Give each child a copy of the book. Discuss the cover photograph.
- Read the title. Ask, *How many words are in the title? Let's count them.*
- Flip through the book. Encourage discussion about the photographs. Discuss how illustrations can help us to understand the meaning of the story and to read unfamiliar words. Discuss the facial expressions and hand gestures of the different children. When questioning, use vocabulary from the text.

pages 2–3: Ask, *What is the girl doing? What is all around her? What is the girl holding? Why do you think the girl has a card? Who do you think gave her the card? What number is on the card? What does this number mean?*

pages 4–5: Ask, *What is the girl doing now? Do you think she will open the present? Who might have given her the present? What might the present be? Where do you think the girl is?*

pages 6–7: Ask, *What is the girl doing now? Where will she put her hat? What does the girl's face tell us about how she is feeling?*

pages 8–9: Ask, *What is the girl doing now? What is the girl holding? Who do you think gave her the balloon? What might the girl do with the balloon? What colour is the balloon? What are the other children doing?*

pages 10–11: Ask, *What is the girl doing now? What is on the table? What colour is the jelly? What other party food is on the table? What might the girl do next?*

pages 12–13: Ask, *What is the girl doing now? What is the girl eating? What does the girl's face tell us about what she*

thinks about the ice cream?

pages 14–15: Ask, *What is the girl doing now? How many candles are on the cake? How old is the girl? What does her face tell us about how she is feeling? What do you think the other children are doing? Do you think they are singing? What would they be singing?*

page 16: Ask, *What is the girl doing now? What are the other children doing? What do their faces tell us about how they are feeling? What do you think the children might do next?*

Reading the text

- Get children to read out loud. Focus on meaning, structure and visual cues. Stop at any words the children are having difficulty with and discuss decoding strategies. Look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Talk about the sentence: 'It is my birthday and this is my ____.' Ask children to find these words on each page.
- Ask the children to relate the text to their own experiences. Ask, *Have you ever had a birthday party? Have you ever been to a birthday party? What did you do at the birthday party? Did you have a cake, jelly and ice cream? Did you get presents at the birthday party? What presents did you get? Have you ever given a present to a friend or family member? What have you given them? Have you ever received a birthday card? Have you ever given someone a birthday card? Have you ever had a birthday cake? What type of cake have you had? Why do we have birthday candles on a cake? How many candles did you have on your last birthday cake? What other things does your family do to celebrate your birthday?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- *Recall:* Ask, *What was the first thing the girl got at her birthday party? Did the girl get any presents at her birthday party? What food did the girl have at her birthday party? Do you think the girl had fun at her birthday party? Do you think the other children had fun?*
- *Sequencing:* Sequence the events in the text in first, next and last order on a story map. Ask, *What did the girl get first? What did she get next? What was the last thing she got?* Children complete **PW 100** (page 168), cutting out pictures and pasting them in the order they occur in the text. Children can act out in order what the little girl got at her birthday party.

Phonological awareness/Graphophonics

- Look at pages 2–3 and point to ‘card’. Say, *‘Card’ begins with the letter ‘c’. Let’s all point to the letter ‘c’. What sound does the letter ‘c’ make?* Go through the text and identify the initial letter and sound of the following words: ‘present’, ‘hat’, ‘balloon’, ‘jelly’ and ‘cake’.

Vocabulary

- *Visual recognition of high-frequency words:* Focus on the shape and sounds of the introduced/consolidated high-frequency words. Where a high-frequency word begins a sentence, distinguish between its uppercase and lowercase form. Point out the uppercase letters used for ‘It’ and ‘This’ at the beginning of a sentence. Locate ‘this’ and ‘This’ in the text and compare.
- Ask children how many times they can find the high-frequency words in the text. Read the book, counting each time they can find the words.
- *Topic words—birthdays/celebrations:* Discuss different birthday/celebration words that are in the text (‘birthday’, ‘card’, ‘present’, ‘hat’, ‘balloon’, ‘cake’, ‘party’). Make a list of these words. Children complete **PW 101** (page 169), colouring and cutting out the pictures and matching them to the sentences.
- *Conjunctions:* Look at pages 2–3 and point to ‘and’. Say, *This word is ‘and’. It joins two sentences together to make one sentence.*

Fluency

- Introduce the concept of ‘reading like talking’. Model how to read the story with fluency. Show children how it would sound if they read without fluency.

- Point out how to group words together to create natural phrasing, like speech, e.g. ‘It is my birthday/and this is my _____.’ Choose children to read the text, repeating the sentences in this way.

Text conventions

- *Full stops:* Look at the placement of the full stops. Say, *A full stop must be at the end of a sentence. Let’s count the full stops.*
- *Sentences:* Look at pages 2–3 and read the sentence. Say, *There is one sentence on this page. We know this because there is a full stop at the end of the sentence.* Discuss the use of an uppercase letter at the start of a sentence.

Writing

- Make individual ‘It is my birthday’ books. Fold four pieces of A4 paper in half from top to bottom. Staple down the folded side. On the front cover write: ‘It is my birthday.’ On the top of each subsequent page write: ‘It is my birthday and this is my _____.’ Children fill in the sentence with one of the things the girl had at her birthday party. Write the words on the board as prompts. Children draw a picture to match the sentence.

► English Language Learners

- Children complete **PW 102** (page 170), decorating the cake, cutting it out and pasting it onto some paper. They then cut out the number of candles to represent their age and paste them onto the cake. The cakes could be displayed around the room.

► Assessment

- PWs 100, 101 and 102 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 100 could be kept in the child’s portfolio
- Complete Running Record (page 234)

Name: _____

Date: _____

Sequencing pictures

You will need: scissors, glue

First	Next	Last
-------	------	------



Main teaching focus

Comprehension: Recall and sequencing of events in the text.

Other teaching focus

Oral language development: Time/order words.

Teacher's notes

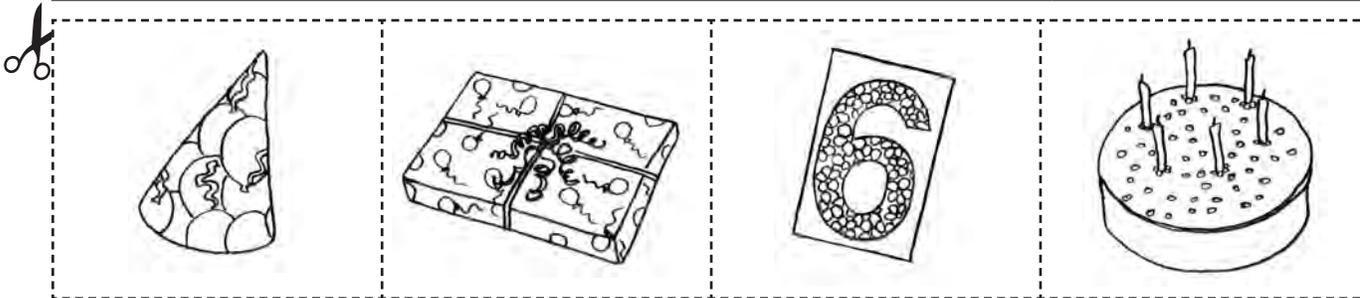
Children cut out the pictures and paste the items that were given to the girl in the order they occur in the text.

Name: _____ Date: _____

Match pictures and sentences

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

<p>It is my birthday and this is my card.</p>	<p>← paste →</p>
<p>It is my birthday and this is my present.</p>	<p>← paste →</p>
<p>It is my birthday and this is my hat.</p>	<p>← paste →</p>
<p>It is my birthday and this is my cake.</p>	<p>← paste →</p>



Main teaching focus

Vocabulary: Birthday/celebration topic words.
Comprehension: Recall of items in the text.

Other teaching focus

Fluency: Reading like talking.

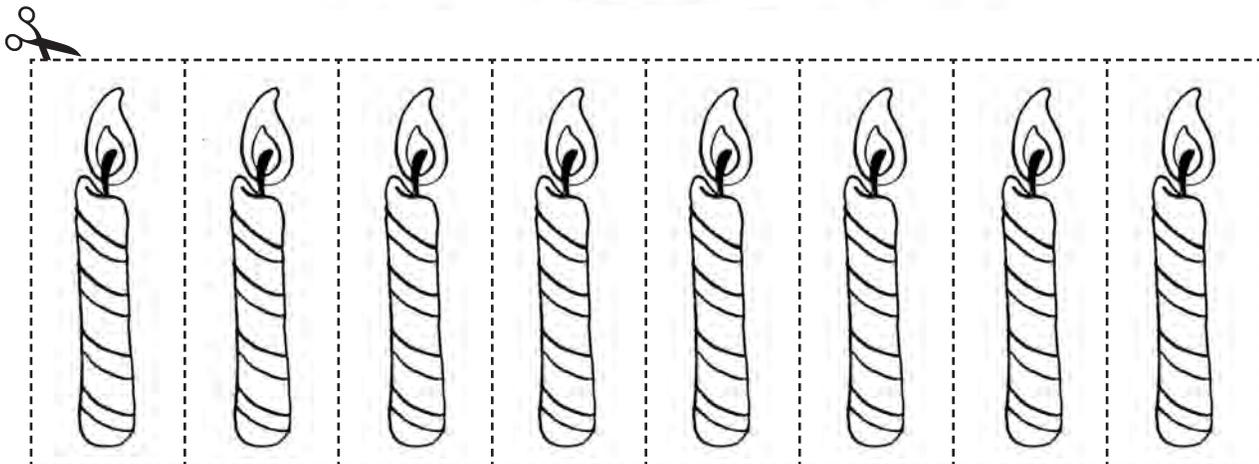
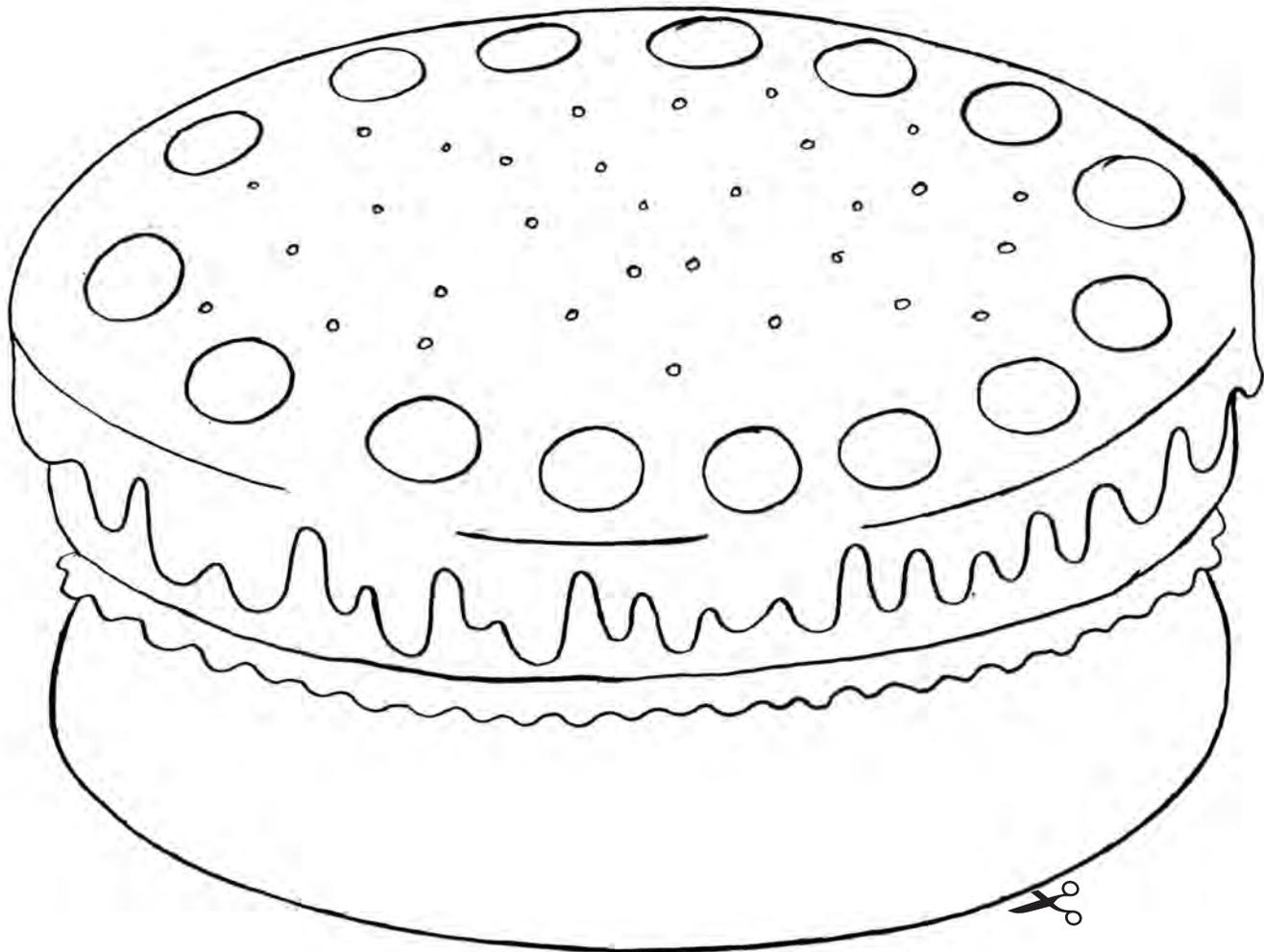
Teacher's notes

Children colour and cut out the pictures and paste them next to the correct sentence.

Name: _____ Date: _____

My birthday cake

You will need: scissors, glue, pens or crayons, paper



Main teaching focus

English Language Learners: Birthday/celebration topic words.

Other teaching focus

Oral language development: Instructional language/art and craft-themed words (cut, paste, scissors, glue).

Teacher's notes

Children decorate the birthday cake, cut it out and paste it on some paper. They then cut out the number of candles to show their age and paste these on top of the cake. The cakes can be displayed around the room.

Look at the Animals



Level: 2 Non-fiction Word count: 60 Text type: Report (information)

High-frequency words introduced: and, this

High-frequency words consolidated: is, my

Programme links: Look at the Animals E-Book, Up and Down (fiction), Digital Poster 'I Have a Little Frog'

Curriculum link: animals/minibeasts, science, environment

Sentence structure: This _____ is _____,
and this _____ is _____.

Text summary: We explore the colours of a range of insects and small animals.

Tuning in

- Discuss the concept of 'animals'. Ask, *Do you know the names of any animals?* Brainstorm and list on the board or on chart paper some animals the children might see at home or in their garden, e.g. rabbit, guinea pig, bird, cat, dog, spider, caterpillar. Note: explore initial letter names and sounds as you write each word. Children can find (in magazines) or draw pictures of these animals and add them to the chart.

Book walk

- Introduce the book. Give each child a copy of the book. Discuss the cover illustration.
- Read the title. Ask, *How many words are in the title? Let's count them.*
- Flip through the book. Encourage discussion about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and to read unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3: Ask, *What animals are on this page? What colour is the bird? What colour is the spider? Are they the same colour? Where might you see a bird and a spider?*

pages 4–5: Ask, *What animal is on this page? What two different colours is the bee? What is the bee doing?*

pages 6–7: Ask, *What animals are on this page? What colour is the worm? What colour is the snake? Where might you see a snake?*

pages 8–9: Ask, *What animal is on this page? What two colours is the snail? Where is the snail? What is the snail doing?*

pages 10–11: Ask, *What animals are on this page? What colour is the frog? What colour is the beetle? Are they the same colour? Where do you think green frogs usually live?*

pages 12–13: Ask, *What animal is on this page? What two colours is the caterpillar? Where might you see a caterpillar?*

pages 14–15: Ask, *What animals are on this page? What colour is the butterfly? What colour is the ant? Are they the same colour? Where might you see a butterfly and ant together?*

page 16: Ask, *What animal is the child looking at? What two colours is the fish? Where is the fish?*

Reading the text

- Get children to read out loud. Focus on meaning, structure and visual cues. Stop at any words the children are having difficulty with and discuss decoding strategies. Look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Talk about the sentence: 'This _____ is _____ and this _____ is _____.' Ask children to find these words on each page. Ask, *How many times is 'this' used in the sentence? What is different about 'This' and 'this'? Why does one 'This' have a capital 'T'?*
- Have the children relate the text to their own experiences. Ask, *Have you ever seen a bird/spider/bee/worm/snake/snail/frog/beetle/caterpillar/butterfly/fish? What colours were the birds/spiders/bees/worms/snakes/snails/frogs/beetles/caterpillars/butterflies/fish that you saw? Where did you see them? Can you find some of these animals in your garden? Which ones would you find in your garden? Write the headings 'Garden' and 'Not in garden' in a table. Ask children to suggest which animals from the text go in each column. Write them in the table.*
- Get children to summarise the text in their own words. Ask, *Can you tell me what happened in the book?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- **Recall:** Ask, *What colour was the bird? What colour was the snake? What colour was the worm?* Repeat for all the insects and animals in the text. On the board write the animal's name and write its colour beside it. Use matching marker colours beside the colour word.

Phonological awareness/Graphophonics

- Look at pages 2–3 and point to ‘bird’. Say, *This word is ‘bird’. ‘Bird’ begins with the letter ‘b’. What sound does ‘b’ make? Can anyone find another animal on this page? What letter does ‘spider’ begin with?* Children identify the letter ‘s’. Ask, *What sound does ‘s’ make?* Repeat for the other animals in the text. Children identify any words that begin with the same initial letter/sound, then complete **PW 103** (page 173), identifying the initial letter and its sound, then colouring, cutting out and pasting the animal pictures in the ‘s’, ‘b’ or ‘f’ box.

Vocabulary

- *Colours:* Ask, *Can you remember the different colours of the insects and animals in the book? Make a list of the colours from the book. Play ‘I Spy’.* Say, *I spy with my little eye, something coloured black.* Children find the object in the classroom that is coloured black. Do the same for the other colours in the text.
- *Topic words—animals/minibeasts:* Write the name of the animals and insects in the book on the board, then ask children to find them in the text. Children complete **PW 104** (page 174), colouring, cutting out the pictures and pasting them under the matching words.
- *Visual recognition of high-frequency words:* Focus on the shape and sounds of the introduced/consolidated high-frequency words. Where a high-frequency word begins a sentence, distinguish between its uppercase and lowercase form. Ask children how many times they can find the high-frequency words in the text. Go through the book, counting each time they can find the words.

Fluency

- Introduce the concept of ‘reading like talking’. Model how to read the story with fluency. Show children how it would sound if they read without fluency.
- Point out how to group words together to create natural phrasing, like speech, e.g. ‘This _____ is _____, /and this _____ is _____.’ Choose children to read the text, repeating the sentences in this way. Point out to the children that they need to pause momentarily at the comma.

Text conventions

- *Features of a sentence—identifying words:* Look at the front cover. Ask, *How many words can you see? Let’s count them.* Turn to pages 2–3. Ask, *How many words can you see? Let’s count them. Are there more words on pages 2 and 3 than on the front cover?* Turn to pages 4–5. Ask, *How many words can you see? Let’s count them. Are there more words on pages 4 and 5 than on pages 2 and 3?* Turn to pages 6–7. Ask, *Are any of the words on pages 4 and 5 the same as those on pages 6 and 7? Which words are the same? Which words are different?*
- *Full stops:* Look at the placement of the full stops. Say, *A full stop must be at the end of a sentence. Let’s count the full stops.*

Writing

- Make individual ‘Look at the classroom’ books, similar to ‘Look at the Animals’. Fold four pieces of A4 paper in half from top to bottom. Staple down the folded side. As a group, select a range of classroom items and write these into sentences (based on the text) on the board. Children then copy one/two/three sentences into their individual books, filling in the gaps with the colours of the objects: ‘This book is _____ and this chair is _____. This table is _____ and this brick is _____. This computer is _____ and this pencil is _____.’ Ensure the names of colours have also been written on the board. Children draw pictures of the objects underneath their sentences.

► English Language Learners

- Make an animals/insects collage. Children recall the different colours of the butterfly, bee and caterpillar in the text. Enlarge the three pictures on **PW 105** (page 175). Cut up small pieces of yellow, black, green and blue paper and get children to stick the paper on the pictures.

► Assessment

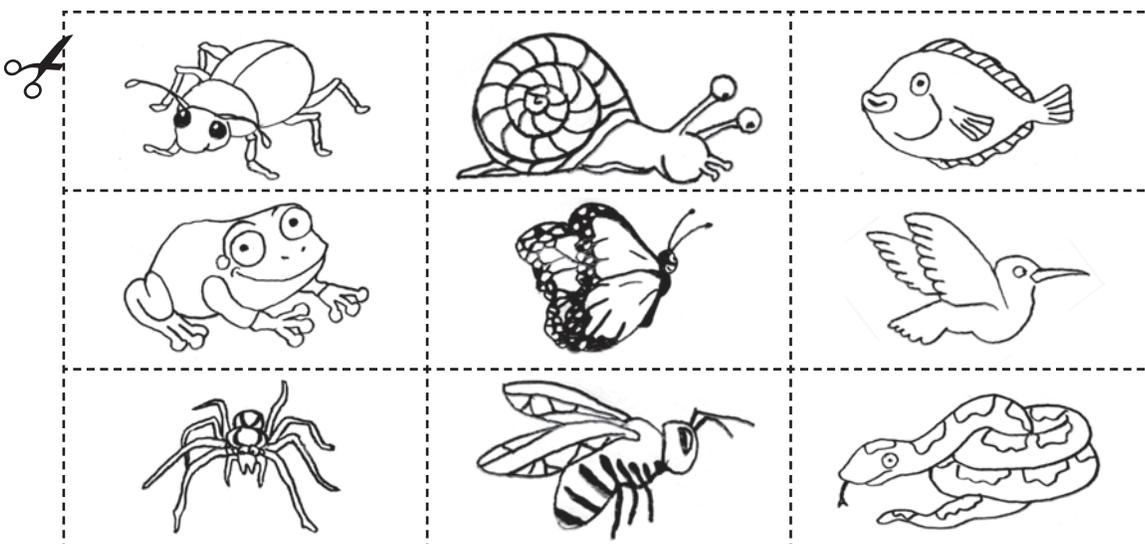
- PWs 103, 104 and 105 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 86 could be kept in the child’s portfolio
- Complete Running Record (page 235)

Name: _____ Date: _____

Letter sounds

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

s	b	f



Main teaching focus

Phonological awareness/Graphophonics: Initial letter names/sounds.

Other teaching focus

Oral language development/vocabulary: Colours and animal names.

Teacher's notes

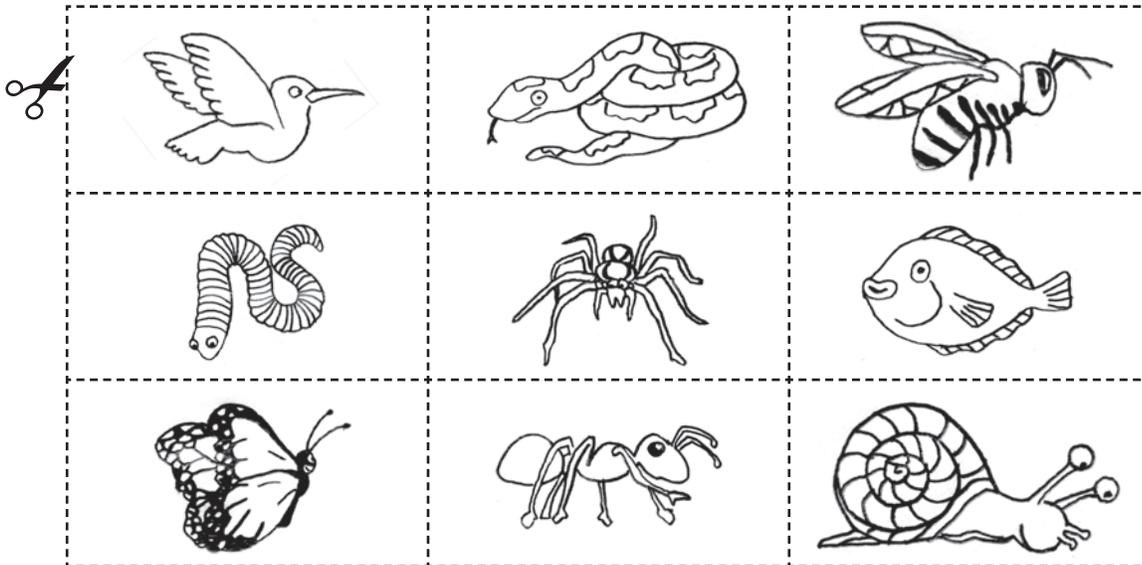
Children identify the initial letter/sound of each animal, colour the animals, then cut out each picture and paste it into the correct box.

Name: _____ Date: _____

Word and picture match

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

bird	spider	bee
worm	snake	snail
butterfly	ant	fish



Main teaching focus
Vocabulary: Animal names.

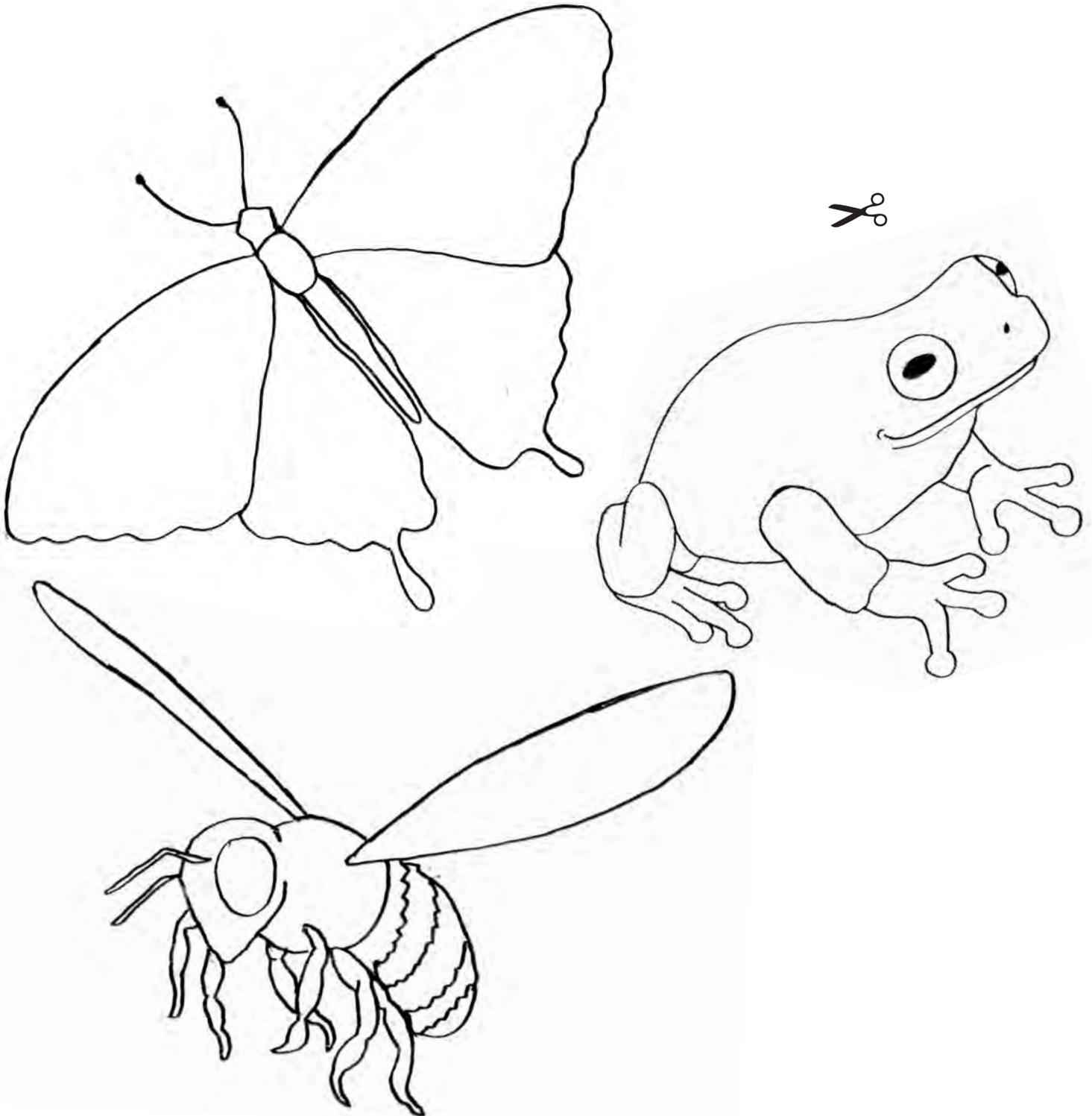
Other teaching focus
Graphophones: Initial letter names/sounds.

Teacher's notes
Children colour and cut out the pictures and paste them under the matching words.

Name: _____ Date: _____

Animals and insects

You will need: scissors; glue; small pieces of green, black, blue and yellow paper



Main teaching focus

English Language Learners: Animal and colour names.

Other teaching focus

Oral language development: Instructional language/art and craft-themed words (cut, paste, scissors, glue).

Teacher's notes

Enlarge the pictures onto separate pieces of paper. Provide pieces of coloured paper. Children stick pieces of coloured paper on to the pictures. Cut out and display.

Hot and Cold

Level: 2 Non-fiction Word count: 57 Text type: Description



High-frequency words introduced: It, see

High-frequency words consolidated: I, is, the

Programme links: *Hot and Cold* E-Book

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

Sentence structure: I see the _____. It is _____.

Text summary: See lots of things that are hot or cold.

Tuning in

- Discuss the concepts of hot and cold. Ask, *What does it mean if something is hot/cold? How do you know if something is hot or cold?* Children brainstorm things that are hot or cold.
- Play a 'hot or cold' game where you say words to the children and they have to say whether the item is hot or cold. Say words such as 'cooker', 'fire', 'ice', 'shower', 'ice lolly', 'oven', 'juice' and 'coffee'.

Book walk

- Introduce the text. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title?*
- Ask children to predict what the book will be about. Discuss the cover photographs. Ask, *What can you see? Is the fire hot or cold? Are the ice cubes hot or cold? What other hot or cold things might be in this book?*
- Flip through the book. Encourage discussions about the events and pictures in the text. When discussing the book, use vocabulary from the text. Discuss how pictures can help us to understand the meaning of the story and assist us with reading unfamiliar words.

pp. 2–3 Ask, *What can you see?*
Is the sun hot or cold?

pp. 4–5 Ask, *What can you see?*
Is the snow hot or cold?

pp. 6–7 Ask, *What can you see?*
Is the fire hot or cold?

pp. 8–9 Ask, *What can you see?*
Is the ice hot or cold?

pp. 10–11 Ask, *What can you see?*
Is the pan hot or cold?

pp. 12–13 Ask, *What can you see?*
Is the milk hot or cold?

pp. 14–15 Ask, *What can you see?*

Is the candle hot or cold?

p. 16 Ask, *What can you see?*

Is the ice cream hot or cold?

Reading the text

- Get children to read the text out loud. 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.
- Stop at any words the 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 pictures. Ask, *Can the pictures help you work out the meaning of the word?*
- Talk about the repetitive sentence structure in the text: 'I see the _____. It is _____' Children locate where these sentences occur in the text. Write sentences from the text onto strips of paper and then cut up the sentences to form cards (one word per card). Mix up the cards and ask children to rearrange them to make the sentences.
- Children relate the text to their own experiences. Ask, *What hot or cold items are in your house? Can you see anything hot or cold?*
- Ask children to summarise the book in their own words. Ask, *What happened in the book? What hot and cold things were in the text?*
- Ask inferential questions such as: *How can you tell the pan is hot? How can you tell the snow is cold? Why would the milk be cold? How do you stay safe around the hot items such as the fire and pan?*

After reading

Focus specifically on meaning, structure and visual cues that children found difficult while reading. Focus on phrasing and repetitive flow of the text.

Choose from the following activities:

Comprehension

- Ask children to recall the items in the text that were hot or cold. Encourage children to look at the pictures in the text and identify if the item was hot or cold. Ask children to explain how they know that the item is hot or cold. Children complete **PW 106** (page 178) by sorting the pictures as hot or cold.
- Copy the words from the sentences 'I see the snow. It is cold.' onto cards (one word per card). As a group, read the sentence. Discuss how the words in the sentence need to be in the right order for the sentence to make sense. Mix up the cards and then ask the children to arrange them in the correct order. Repeat with other sentences from the text. Children complete **PW 107** (page 179).

Phonological awareness/Graphophonics

- Discuss how looking at the initial letter can assist with reading the word. Identify the word 'snow' and say, *This word starts with the sound 's'. What can you see in the picture that starts with this sound?* Repeat with other words such as 'milk', 'pan', 'candle' and 'sun'.
- Identify the word 'sun' on page 2. Discuss the strategy of sounding out and model reading the word by saying the sounds of the letters (i.e. s-u-n). Repeat with the words 'pan' and 'hot'.

Vocabulary

- *High-frequency words:* 'I', 'is', 'It', 'see', 'the'. Children locate these words in the text. Ask, *How many times can you find each word in the text?* Children complete **PW 108** (page 180).
- Provide children with magnetic letters and whiteboards. They practise spelling the high-frequency words using the magnetic letters. Encourage them to practise reading the words they make.
- *Opposites:* Discuss how 'hot' and 'cold' are opposites. Get children to brainstorm other opposites such as 'on'/'off', 'in'/'out', 'big'/'small'. As a group, make a list of the opposites that the children are familiar with.

Fluency

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

Text conventions

- *Uppercase and lowercase letters:* Discuss uppercase and lowercase letters with the children. Ask them to identify uppercase and lowercase letters in the text. Discuss how capital letters are used at the beginning of sentences.
- *Full stops:* Talk about how full stops are used at the end of sentences. Flip through the book and ask children to identify the full stops on each page.
- *Sentence features:* Discuss how sentences begin with a capital letter and end with a full stop. Turn to page 2 in the text and get children to identify the two sentences. Ask them to count the number of words in each of the sentences.

Writing

- Get children to draw pictures of items that are hot or cold. Then provide them with the sentence prompt: *I see the _____. It is _____.* Children use the sentence prompt to write sentences about their hot and cold drawings.

► English Language Learners

- Discuss water and how it can be both hot and cold. Ask, *Can you think of where there might be hot water? Can you think of where there might be cold water? What do we use hot/cold water for?* Ask children to think about how water can change from hot to cold or cold to hot.

► Assessment

- Note the child's responses, attempts and reading behaviours before, during and after reading.
- PWs 106, 107 and 108 completed
- Collect work samples, e.g. PW 106 could be kept in the child's portfolio
- Complete Running Record (page 236)

Name: _____ Date: _____

Hot and cold

You will need: scissors, glue

- Cut out the pictures, sort them as hot or cold, and paste them in the correct box.

hot	cold



Main teaching focus

Comprehension: Recalling events from the text; *Oral language:* Compare and contrast.

Teacher's note

Children cut out the pictures, sort them according to whether they are hot or cold and paste them in the correct box.

Name: _____ Date: _____

Make a sentence

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

- Cut, match and paste the words to make a sentence.
- Draw a picture to match the sentences.

I see the ice cream.

--	--	--	--	--

It is cold.

--	--	--



is	cream.	the	see
ice	cold.	I	It

Main teaching focus

Comprehension: Matching words in a sentence.

Teacher's note

Children cut out the words at the bottom of the page and paste each under the matching word in the sentences above. They then draw a picture to match the sentences.

Name: _____ Date: _____

Word search

You will need: coloured pencils or crayons

- Look for the high-frequency words in the word search.
- Colour the words when you find them!

the it is see hot cold

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

Main teaching focus

Vocabulary: Visual recognition of high-frequency words.

Teacher's note

Children look for and colour the high-frequency words in the word search above. Words are hidden horizontally.

I Can Help My Grandma



Level: 2 Non-fiction Word count: 68 Text type: Description

High-frequency words introduced: can, goes (academic)

High-frequency words consolidated: here, I, me, my, the

Programme links: *I Can Help My Grandma* E-Book

Curriculum link: me/family, community

Sentence structure: I can help my grandma. The _____ goes here.

Text summary: The boy can help his grandma do lots of things. His grandma can help him, too!

Tuning in

- Get children to role play doing different jobs such as watering the plants, putting away dishes, putting things in the cupboard and picking up laundry. Ask, *Who does these jobs in your home? How do you help?*
- Provide children with a piece of paper and ask them to draw a picture of their grandma or an older relative/neighbour. Ask, *What does your grandma/relative/neighbour look like? What does she like to do? Where does your grandma/relative/neighbour live?* Ask children to explain how they help their grandma/relative/neighbour.

Book walk

- Introduce the text. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title?*
- Ask children to predict what the text will be about. Discuss the cover. Ask, *What can you see? What is the boy doing? Who is he helping? What job is he helping his grandma do? How else might he help his grandma?*
- Flip through the book. Encourage discussions about the events and pictures in the text. When discussing the book, use vocabulary from the text. Discuss how pictures can help us to understand the meaning of the events and assist us with reading unfamiliar words.

pp. 2–3 Ask, *Who can the boy help?*
How is he helping grandma?
Where does the cup go?

pp. 4–5 Ask, *Who can the boy help?*
How is he helping grandma?
Where does the box go?

pp. 6–7 Ask, *Who can the boy help?*
How is he helping grandma?
Where does the milk go?

pp. 8–9 Ask, *Who can the boy help?*
How is he helping grandma?
Where does the broom go?

pp. 10–11 Ask, *Who can the boy help?*
How is he helping grandma?

pp. 12–13 Ask, *Who can the boy help?*
How is he helping grandma?

pp. 14–15 Ask, *Who can the boy help?*
How is he helping grandma?

p. 16 Ask, *Who can help the boy?*
How is grandma helping him?

Reading the text

- Get children to read the text out loud. 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.
- Stop at any words the 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 pictures. Ask, *Can the pictures help you work out the meaning of the word?*
- Talk about the repetitive sentence structure in the text: 'I can help my grandma. The _____ goes here.' Children locate where these sentences occur in the text. Write sentences from the text onto strips of paper and then cut up the sentences to form cards (one word per card). Mix up the cards and get children to rearrange them to make the sentences.
- Children relate the text to their own experiences. Ask, *How do you help your grandma, older relative, or neighbour? What jobs do you do with your grandma, older relative, or neighbour? Do you like helping other people?*

- Ask children to summarise the events in their own words. Ask, *What happened in the book? How did the boy help his grandma? What jobs did they do together?*
- Ask inferential questions such as: *How do you think the boy's grandma feels when the boy helps her? Why do you think the socks were in the basket? How do you think the boy feels when he helps his grandma? Why do you think he is helping his grandma?*

After reading

Focus specifically on meaning, structure and visual cues that children found difficult while reading. Focus on phrasing and repetitive flow of the text.

Choose from the following activities:

Comprehension

- Copy sentences from the text onto a large piece of paper but leave out one word from each sentence, e.g. *I can help my _____*. Read the sentence with the children and talk about how it doesn't make sense with the word missing. Children figure out the missing word. Write 'grandma' in the sentence. Children reread the sentence to check for meaning. Repeat with other sentences from the text. Children complete **PW 109** (page 183).
- Ask children to recall the events of the text. Ask, *How did the boy help his grandma in the text?* Go through the pages in the book and ask children to retell what happened on each page using the pictures as a prompt if necessary. On the board, draw pictures of items in the text, for example, milk, broom and sock. Get children to recall and draw a picture of where the boy had to put the items in the text. Children complete **PW 110** (page 184).

Phonological awareness/Graphophonics

- Discuss how looking at the initial letter can assist with reading the word. Identify the word 'cup' and say, *This word starts with the sound 'c'. What can you see in the photo that starts with this sound?* Repeat with other words such as 'broom', 'milk' and 'sock'.
- Identify the word 'cup' on page 2. Discuss the strategy of sounding out and model reading the word by saying the sounds of the letters (i.e. *c-u-p*). Repeat with the word 'box'.

Vocabulary

- *High-frequency words:* 'can', 'goes', 'here', 'I', 'me', 'my', 'the'. Write these words on flash cards and, as a group, get children to practise reading these words. Write the high-frequency words onto cards (two cards per word). Get children to play a game such as Concentration using the cards.

- Provide children with different coloured crayons and pens. Write the high-frequency words on the board for children to copy and trace them in different colours to make 'rainbow words'.

Fluency

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

Text conventions

- *Uppercase and lowercase letters:* Discuss uppercase and lowercase letters with the children. Ask them to identify uppercase and lowercase letters in the text. Discuss how capital letters are used at the beginning of sentences.
- *Full stops:* Talk about how full stops are used at the end of sentences. Flip through the book and get children to identify the full stops on each page. Copy sentences from the text onto paper but don't record the full stops. Children read the sentences and record the full stop.
- *Sentence features:* Discuss how sentences begin with a capital letter and end with a full stop. Get children to count the sentences in the text, then count the number of words in the sentences.

Writing

- Children copy sentences from the text. Encourage them to focus on letter formation. Ask children to read the sentences they have written and then draw pictures to match their writing. Children complete **PW 111** (page 185).

► English Language Learners

- Collect household cleaning items such as a broom, mop, dustpan, duster or scrubbing brush. Get children to name and identify the items and explain what they are used for. Children role play using the items. Ask, *When have you used these items before? How do you use these items?* Encourage children to use verbs such as 'sweep', 'mop', 'clean' and 'dust'. As a group, draw a picture of the items and label them.

► Assessment

- Note the child's responses, attempts and reading behaviours before, during and after reading.
- PWs 91, 92 and 93 completed
- Collect work samples, e.g. PW 91 could be kept in the child's portfolio
- Complete Running Record (page 237)

Name: _____ Date: _____

Cloze

You will need: scissors, glue

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



I can help my grandma.
The cup goes _____.



I can help my _____.
The box goes here.



I _____ help my grandma.
The milk goes here.



I can help my grandma.
_____ water goes here.



grandma here can The

Main teaching focus

Comprehension: Completing verbatim cloze with words given; reading text to make sure it makes sense.

Teacher's note

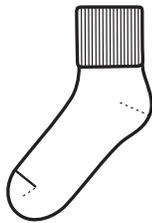
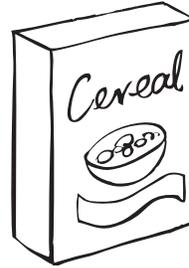
Children cut out the words at the bottom of the page and paste them into the sentences so that they make sense.

Name: _____ Date: _____

Picture match

You will need: scissors, glue, piece of paper

- Cut out the pictures. Match each item with where it goes.
- Paste the pictures next to one another on a piece of paper.



Main teaching focus

Comprehension: Understanding the events of the story; retelling.

Teacher's note

Children cut out the pictures and match each item with where it goes in the book. They paste the pairs next to each other on paper.

Name: _____ Date: _____

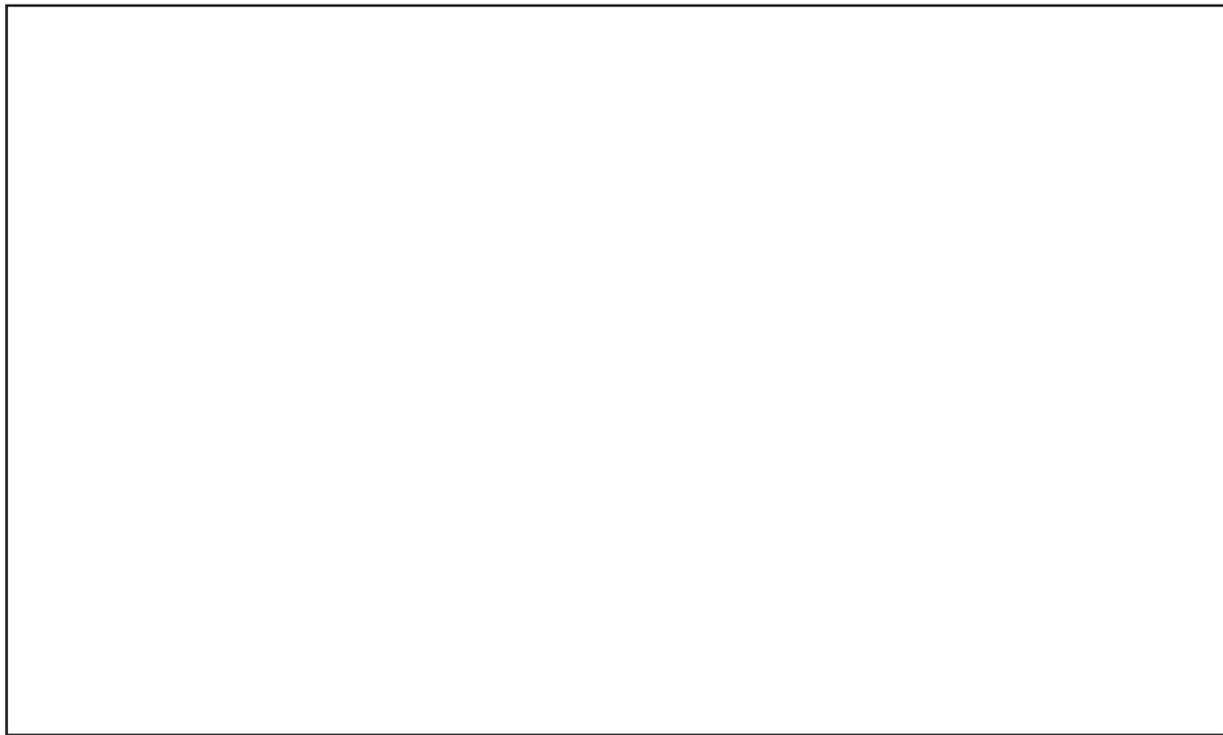
Trace and draw

You will need: coloured pencils or crayons

- Trace the words in the sentences. Draw a picture to match the sentences.

I can help my grandma.

The sock goes here.

**Main teaching focus**

Writing: Writing a sentence; handwriting;

Vocabulary: Recognizing high frequency words.

Teacher's note

Children trace the words in the sentences and then draw a picture in the box.

My Street

Level: 2

Non-fiction

Word count: 72

Text type: Description



High-frequency words introduced: can, see, This

High-frequency words consolidated: a, I, is, my

Programme links: My Street E-Book

Curriculum link: me/family, community, school

Sentence structure: This is my _____. I can see a _____.

Text summary: Discover all the things on the street such as a park, shop, school, dog, bird, light, tree and house.

Tuning in

- Get children to think about the street that their school is on. Ask, *What things can you see on the street?* As a group, brainstorm and make a list of all the things you can see on the street.
- Draw a road on a large piece of paper. Provide children with one pencil among them and get them to take turns adding to the picture by drawing different things that might be on the street. Get children to identify and discuss all the things in the picture.

Book walk

- Introduce the text. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title?*
- Ask children to predict what the book will be about. Discuss the cover photo. Ask, *What can you see on this street? Where are the houses? What other things might there be on a street?*
- Flip through the book. Encourage discussions about the events and photos in the text. When discussing the book, use vocabulary from the text. Discuss how photos can help us to understand the meaning of the text and assist us with reading unfamiliar words.

pp. 2–3 Ask, *What can you see on this street?*
Where is the park? What are the children doing?

pp. 4–5 Ask, *What can you see on this street?*
Where is the shop?
What might you be able to buy at this shop?

pp. 6–7 Ask, *What can you see on this street?*
Where is the school?
What do you think the children are doing?

pp. 8–9 Ask, *What can you see on this street?*
Where is the dog?
What is the dog doing on the street?

pp. 10–11 Ask, *What can you see on this street?*
Where is the bird?

What is the bird doing on the street?

pp. 12–13 Ask, *What can you see on this street?*
Where is the light?

Why do you think there is a light on the street?

pp. 14–15 Ask, *What can you see on this street?*
Where is the tree?

Why do you think there are trees on the street?

p. 16 Ask, *What can you see on this street?*
Where is the house?

Whose house do you think it is?

Reading the text

- Get children to read the text out loud. 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.
- Stop at any words the 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 pictures. Ask, *Can the pictures help you work out the meaning of the word?*
- Talk about the repetitive sentence structure in the text: 'This is my street. I can see a _____.' Get children to locate where these sentences occur in the text. Write sentences from the text onto strips of paper and then cut up the sentences to form cards (one word per card). Mix up the cards and children rearrange them to make the sentences.
- Children relate the text to their own experiences. Ask, *What things can you see on your street? Is your street similar/different to the one in the book?*

- Children summarise the text in their own words. Ask, *What happened in the text? What things did you see on the street?*
- Ask inferential questions such as: *What do you think might be sold at the shop? Why do you think the children have bags on their backs? What other things might you see on the street?*

After reading

Focus specifically on meaning, structure and visual cues that children found difficult while reading. Focus on phrasing and repetitive flow of the text.

Choose from the following activities:

Comprehension

- Copy sentences from the text onto cards (one word per card). Mix up the cards and get children to sequence the cards into the correct order. Discuss strategies such as putting the uppercase letter at the start, the full stop at the end and rereading to make sure it makes sense. Children complete **PW 112** (page 188).
- Write sentences from the text onto strips of paper, such as: *This is my street. I can see a shop.* Ask children to read the sentences and then draw pictures to match on separate pieces of paper. Mix up the sentences and pictures and children sort and re-match them. Turn the papers over so that the pictures and sentences are not showing and play a memory game with them.

Phonological awareness/Graphophonics

- Discuss how looking at the initial letter can assist with reading the word. Identify the word 'tree' and say, *This word starts with the sound 't'. What can you see in the photo that starts with this sound?* Repeat with other words such as 'light', 'house' and 'dog'. Children complete **PW 113** (page 189).
- Identify the word 'dog' on page 8. Discuss the strategy of sounding out and model reading the word by saying the sounds of the letters (i.e. d-o-g). Brainstorm other words that can be read using this strategy such as 'cat', 'hat' and 'pin'.

Vocabulary

- *High-frequency words:* 'a', 'can', 'I', 'is', 'my', 'see', 'This'. Write these words on flash cards and as a group, children practise reading these words. Children complete **PW 114** (page 190).
- Write the high-frequency words onto cards (two cards per word). Get children to play a game such as Concentration using the cards.

- Provide children with old magazines and newspapers. They cut and paste letters to spell the high-frequency words. Encourage children to practise reading the words they make.

Fluency

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

Text conventions

- *Uppercase and lowercase letters:* Discuss uppercase and lowercase letters with the children. Ask them to identify uppercase and lowercase letters in the text. Discuss how capital letters are used at the beginning of sentences.
- *Full stops:* Talk about how full stops are used at the end of sentences. Flip through the book and ask children to identify the full stops on each page. Copy sentences from the text onto paper but don't record the full stops. Children read the sentences and record the full stops.
- *Sentence features:* Discuss how sentences begin with a capital letter and end with a full stop. Children count the sentences in the text and then count the number of words in the sentences.

Writing

- Children draw a picture of their street. Ask, *What can you see on your street?* Ask children to describe what they have drawn in their picture. Provide them with the sentence prompt: *This is my street. I can see a _____.* They use the sentence prompt to write sentences about their street.

► English Language Learners

- As a group, make a list of the things that you might see on a street. Ask, *Can you think of things on a street that weren't in the text?* Discuss items such as pavement, crossing, bus stop and postbox. Provide children with pictures if necessary.

► Assessment

- Note the child's responses, attempts and reading behaviours before, during and after reading.
- PWs 112, 113 and 114 completed
- Collect work samples, e.g. PW 112 could be kept in the child's portfolio
- Complete Running Record (page 238)

Name: _____ Date: _____

Sequencing

You will need: scissors, glue, piece of paper

- Cut out the words and order them to make two sentences.
- Draw a matching picture below the sentence.



my	This	I	a	street.
can	park.	is	see	

This is my street.

I can see a park.

Main teaching focus

Comprehension: Sequencing words to form a sentence.

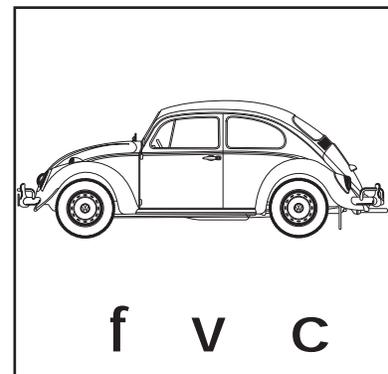
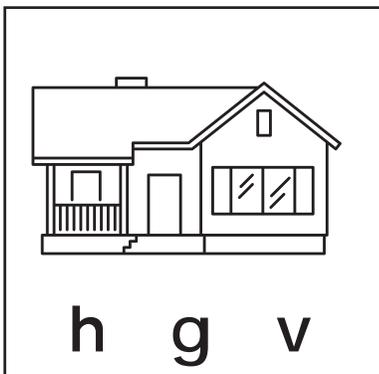
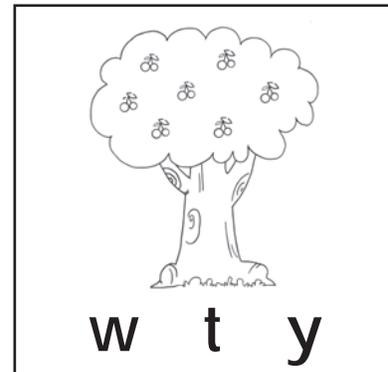
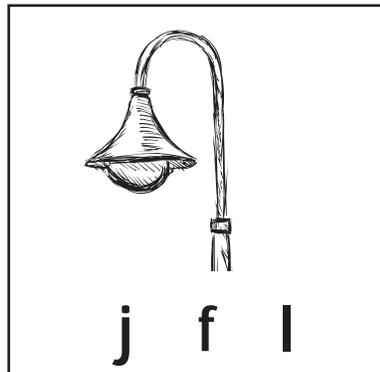
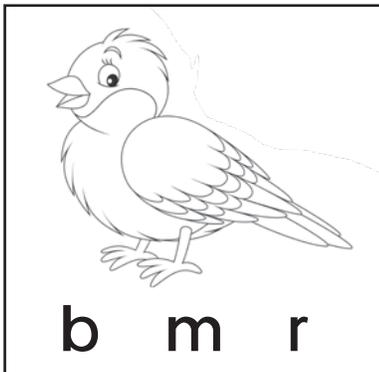
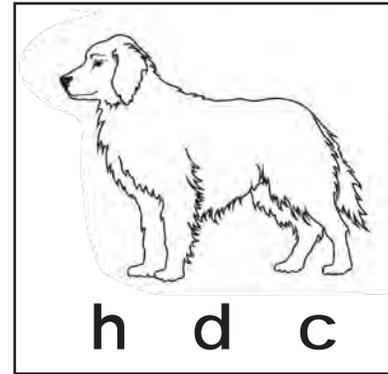
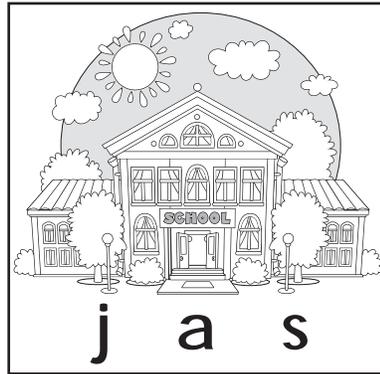
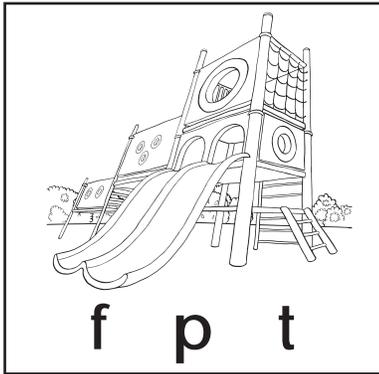
Teacher's note

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

Name: _____ Date: _____

Beginning letter

- Look at each picture and identify the beginning sound.
- Circle the matching letter.



Main teaching focus

Graphophonics: Initial letter names/sounds;
Phonemic awareness: Recognizing beginning sounds.

Teacher's note

Children identify the beginning sound of each picture and circle the correct letter.

Name: _____ Date: _____

Word search

- Find the high-frequency words and circle them.

a can is my see this

f	w	s	e	e
l	b	a	i	t
c	t	i	s	h
a	m	h	o	t
n	t	h	i	s
c	o	l	m	y

Main teaching focus

Vocabulary: Visual recognition of high-frequency words.

Teacher's note

Children look for the high-frequency words in the word search above.

Nests

Level: 2 Non-fiction Word count: 52 Text type: Description



High-frequency words introduced: here, is

High-frequency words consolidated: a, at, down, look, the

Programme link: Nests E-Book

Curriculum links: animals, science, environment

Sentence structure: Here is a _____. Look at the _____. The _____ is down here.

Text summary: See lots of animals and where they have made their nests.

Phonological awareness/graphophonics: initial letter names/sounds; uppercase and lowercase letters

Example inferential questions: *Can you think of other animals that make nests? What did the mouse use to make its nest?*

Tuning in

- Talk about nests. Ask, *What is a nest? Why do animals make nests? Where do animals make nests?* As a group, make a list of different animals that make nests.
- Provide children with playdough. Get them to make a nest out of the dough. Encourage children to describe the shape of their nest, what they may have put in their nest, and what they imagine their nest would be made of if it were real.

Book walk

- Introduce the text. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title? Can you see any high-frequency words in the title?*
- Ask children to predict what the text will be about. Discuss the cover photograph. Ask, *What can you see? Where is the nest? What is inside the nest? Why do you think they are inside the nest?*
- Flip through the book. Encourage discussions about the events and photographs in the text. When discussing the book, use vocabulary from the text. Talk about how photographs can help us to understand the meaning of the text and assist us with reading unfamiliar words.

pp. 2–3 Ask, *What animal can you see? What is the bird doing?*

pp. 4–5 Ask, *Where is the nest? What can you see in the nest?*

pp. 6–7 Ask, *What animal is here? Where is the turtle?*

pp. 8–9 Ask, *Where is the nest? Why do you think the turtle has laid its eggs down here?*

pp. 10–11 Ask, *What animal can you see? Where is the swan?*

pp. 12–13 Ask, *Where is the nest? What can you see in the nest?*

pp. 14–15 Ask, *What animal is here? What is the mouse doing?*

p. 16 Ask, *Where is the mouse? What is the mouse doing down here in the nest?*

Reading the text

- Get children to read the text 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.
- Stop at any words the 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 photographs. Ask, *Can the pictures help you work out the meaning of the word?*
- Talk about the repetitive sentence structure in the text: 'Here is a _____. Look at the _____. The _____ is down here.' Get children to locate where each sentence occurs in the text. Write sentences from the text onto strips of paper, and then cut up the sentences to form cards (one word per card). Jumble up the cards and get children to rearrange them to make the sentences.
- Get children to relate the text to their own experiences. Ask, *Have you ever seen a nest? Where have you seen a nest? What animals have you seen in a nest?*
- Ask children to summarise the text in their own words. Ask, *What happened in the text? What nests did you see in the text? What things did you see inside the nests?*
- Ask inferential questions such as: *Why do you think the animals lay their eggs in a nest? How do you think the animals made their nests? How are the nests similar? In what ways are the nests different?*

After reading

Focus specifically on meaning, structure and visual cues that children found difficult while reading. Focus on phrasing and repetitive flow of the text.

Choose from the following activities.

Comprehension

- Ask children to recall information from the text. Ask, *What animals did you see in the text? What did their nests look like?* Look at the different pictures of nests in the text and discuss how they are similar and different. Ask children to discuss which animals made which nests. Get children to complete **PW 115**.
- Copy sentences from the text onto cards (one word per card). Mix up the cards and get children to sequence the cards back into the correct order. Discuss strategies such as putting the uppercase letter at the start, the full stop at the end, and rereading to make sure it makes sense. Encourage children to draw pictures to match the sentences. Get children to complete **PW 116**.

Phonological awareness/Graphophonics

- Discuss how looking at the initial letter can assist with reading the word. Identify the word 'swan' and say, *This word starts with the sound 's'. What can you see in the photo that starts with this sound?* Repeat with other words such as 'mouse', 'turtle' and 'bird'.
- Say the word 'bird' to the children. Ask, *What sound can you hear at the beginning of the word? What sound can you hear at the end of the word?* Encourage children to say the word aloud to help them recognise the sounds. Repeat by selecting other words from the text.

Vocabulary

- *High-frequency words: 'a', 'at', 'down', 'here', 'is', 'look', 'the'* Ask children to locate these words in the text. Ask, *How many times can you find each word in the text?* Get children to complete **PW 117**.
- Provide children with magnetic letters and white boards. Encourage them to practice spelling the high-frequency words using the magnetic letters. Get them to practise reading the words they make

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 reading the text to each other smoothly and without stopping.

Text conventions

- *Upper- and lowercase letters:* Discuss upper- and lowercase letters with the children. Ask them to identify upper- and lowercase letters in the text. Discuss how capital letters are used at the beginning of sentences.
- *Full stops:* Talk about how full stops are used at the end of sentences. Flip through the book and get children to identify the full stops on each page.
- *Sentence features:* Discuss how sentences begin with a capital letter and end with a full stop. Turn to page 4 in the text and get children to identify the two sentences. Encourage them to count the number of words in each of the sentences.

Writing

- Get children to draw a picture of a nest. Encourage them to also draw the animal that made the nest. Ask children to write a sentence about their drawing. Support children in using high-frequency words in their writing and sound-letter correspondence when recording words.

English Language Learners

- Discuss the life cycle of a bird. Talk about how a bird lays an egg, a chick hatches out of the egg, and then the chick grows and lays its own eggs. Provide children with paper and markers and get them to draw a picture of the life cycle. Promote the development of children's vocabulary.

Assessment

- Note the child's responses, attempts and reading behaviours before, during and after reading.
- PWs 115, 116 and 117 completed
- Collect work samples, e.g. PW 115 could be kept in the child's portfolio
- Complete Running Record (page 239)

Name: _____ Date: _____

Animals and nest match

You will need: scissors, glue

- Cut out the pictures of the animals.
- Match and paste them with their nest.



Main teaching focus

Comprehension: Sequencing events from the text

Teacher's note

Children cut out the pictures of the animals and paste them in the boxes next to the corresponding nest.

Name: _____ Date: _____

Make a sentence

You will need: scissors, glue

- Cut out the words at the bottom of the page.
- Paste the words in the boxes to make a sentence. Draw a picture to match.

--	--	--	--	--

--

nest	here.	is	The	down
------	-------	----	-----	------

Main teaching focus

Comprehension: Sequencing words to form a sentence.

Teacher's note

Children cut out words in the boxes. They then sequence and paste them to form a sentence. Children can draw a picture to match.

Name: _____ Date: _____

Word sort

You will need: scissors, glue

- Cut out the words.
- Match and paste them in the boxes.

a	
at	
down	
here	
is	
look	
the	

is	the	here	is	at	look	a
the	here	down	at	look	down	a

Main teaching focus

Vocabulary: Recognizing high-frequency words.

Teacher's note

Children cut out the words at the bottom of the page. Then they match and paste them in the table.

We Can Play

Level: 2 Non-fiction Word count: 53 Text type: Description



High-frequency words introduced: can, play, see

High-frequency words consolidated: a, I, my

Programme link: *We Can Play* E-Book

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

Sentence structure: I see a _____. We can play. I see my friend.

Text summary: Children play together doing various activities.

Tuning in

- Get children to talk about playing. Ask, *What games do you like to play? What toys do you like to play with?* Encourage children to think about who they like to play with and the different things they play with inside and outside.
- Provide children with a variety of different toys and games, such as bricks, balls, puppets, puzzles and dolls. Ask children to name each toy and explain how they play with that toy. Ask, *Why is it fun playing with different toys?*

Book walk

- Introduce the text. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title? Can you see any high-frequency words in the title?*
- Encourage children to predict what the text will be about. Discuss the cover photograph. Ask, *What can you see? What are the girls on the cover doing? How are they playing? What other games might they play?*
- Flip through the book. Encourage discussions about the events and photographs in the text. When discussing the book, use vocabulary from the text. Discuss how photographs can help us to understand the meaning of the story and assist us with reading unfamiliar words.

- pp. 2–3 Ask, *What can you see? What are the girls playing with? How are they playing with the ball?*
- pp. 4–5 Ask, *What can you see? Who is playing on the swing? How are they playing together?*
- pp. 6–7 Ask, *What can you see? Who is playing on the slide? How are they playing on the slide?*
- pp. 8–9 Ask, *What can you see? Who is playing with the bricks? What game are they playing with the bricks?*
- pp. 10–11 Ask, *What can you see? What are the girl and boy playing with? What game might they be playing with the dinosaurs?*
- pp. 12–13 Ask, *What can you see? Where are the boys playing? What are they playing with?*

pp. 14–15 Ask, *What can you see? What game are they playing? How do you think they play this game?*

p. 16 Ask, *What can you see? Who is on the swing? How can you tell that they are friends?*

Reading the text

- Get children to read the text 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.
- Stop at any words the 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 you work out the meaning of the word?*
- Talk about the repetitive sentence structure in the text: 'I see a _____. We can play.' Get children to locate where this sentence occurs in the text. Write sentences from the text onto strips of paper, and then cut up the sentences to form cards (one word per card). Jumble up the cards and get children to rearrange them to make the sentences.
- Encourage children to relate the text to their own experiences. Ask, *What games do you like to play? What toys do you like to play with? Who do you enjoy playing with?*
- Ask children to summarise the text in their own words. Ask, *What happened in the book? How were the children playing in the text? What games/toys did they play with?*
- Ask inferential questions such as: *Why do you think the children are happy when they are playing? How might the girls be playing with the ball together? What game do you think the children are playing on the slide? What other ways could the boys play at the beach? What other games might they play at the playground?*

After reading

Focus specifically on meaning, structure and visual cues that children found difficult while reading. Focus on phrasing and repetitive flow of the text.

Choose from the following activities:

Comprehension

- Copy sentences from the text onto a large piece of paper, but leave out one word from each sentence; for example, *I can _____ a ball.* Read the sentence with the children and talk about how it doesn't make sense with the word missing. Ask children to work out the missing word. Write 'see' in the sentence. Get children to reread the sentence to check for meaning. Repeat with other sentences from the text. Get children to complete **PW 118**.
- Get children to reread sentences from the text. Then ask them to retell what the sentence said. Copy sentences from the text onto large pieces of paper. Get children to read the sentences and then draw pictures to match. Jumble up the sentences and pictures. Then get children to reread and match the sentences with the drawings.

Phonological awareness/Graphophonics

- Discuss how looking at the initial letter can assist with reading the word. Identify the word 'slide' and say, *This word starts with the sound 's'. What can you see in the photograph that starts with this sound?* Repeat with other words such as 'ball', 'game', 'bucket' and 'swing'.
- Identify the word 'can' on page 2. Discuss the strategy of sounding out and model reading the word by saying the sounds of the letters (i.e. c-a-n).

Vocabulary

- *High-frequency words:* 'a', 'can', 'I', 'play', 'my', 'see'. Ask children to locate these words in the text. Ask, *How many times can you find each word in the text?*
- Provide children with magnetic letters and white boards. Encourage them practice spelling the high-frequency words using the magnetic letters. Ask them to practise reading the words they make.

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 reading the text to each other smoothly and without stopping.

Text conventions

- *Upper- and lowercase letters:* Discuss uppercase and lowercase letters with the children. Ask them to identify uppercase and lowercase letters in the text. Discuss how capital letters are used at the beginning of sentences. Get children to complete **PW 119**.
- *Full stops:* Talk about how full stops are used at the end of sentences. Flip through the book and get children to identify the full stops on each page.
- *Sentence features:* Discuss how sentences begin with a capital letter and end with a full stop. Turn to page 2 in the text and ask children to identify the two sentences. Encourage them to count the number of words in each of the sentences.

Writing

- Get children to draw pictures of themselves playing. Ask, *Who do you like to play with? What do you like to play together?* Then provide children with the sentence prompt: 'I see a _____. We can play.' Encourage children to use the sentence prompt to write sentences about their drawings.

English Language Learners

- Discuss the different ways the children in the story played. Talk about how some of the games were played outside and some of the games were played inside. Write the words 'ball', 'swing', 'slide', 'brick', 'dinosaur', 'bucket' and 'game' each onto a card. Get children to sort the cards into games that were played inside and games that were played outside. Encourage them to brainstorm other inside and outside games. Get children to complete **PW 120**.

Assessment

- Note the child's responses, attempts and reading behaviours before, during and after reading.
- PWs 118, 119 and 120 completed
- Collect work samples, e.g. PW 118 could be kept in the child's portfolio
- Complete Running Record (page 240)

Name: _____ Date: _____

Cloze

You will need: scissors, glue

- Cut out the words and paste them into sentences.



I see swing.

We can play.



I see a ball.

We can .



I see a .

We can play.



I see a dinosaur.

can play.

a brick We play

Main teaching focus

Comprehension: Completing verbatim cloze with words given; reading text to make sure it makes sense

Teacher's note

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

Name: _____ Date: _____

Uppercase and lowercase letter match

You will need: scissors, glue

- Cut out the upper- and lowercase letters. Match and paste them to show the beginning sound of each picture.

	Uppercase letters ABC	Lowercase letters abc
		
		
		
		

B	g	D	S
G	d	s	b

Main teaching focus

Text conventions: Uppercase and lowercase letters;
Graphophonics: Initial letter names/sounds

Teacher's note

Children cut out the uppercase and lowercase letters. Then they match and paste them into the table above to show the beginning sound of each picture.

Name: _____ Date: _____

Inside and outside

You will need: scissors, glue

- Cut out the pictures.
- Sort and paste them to show activities that are played inside or outside.

Inside	Outside



Main teaching focus

Oral language: Sorting and classifying – inside and outside

Teacher's note

Children cut out the pictures, sort and paste them in the table as inside or outside activities.



Running Record

Name: _____ Age: _____ Date: _____

Text: *I Go Up*

Level: 1

Running words: 36

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	I go up the stairs.				
4	I go up the ladder.				
6	I go up the rope.				
8	I go up the hill.				
10	I go up the tree.				
12	I go up the mountain.				
14	I go up...				
16	...up, up, up.				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *In the Water*

Level: 1

Running words: 42

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	The fish is in the water.				
4	The frog is in the water.				
6	The duck is in the water.				
8	The turtle is in the water.				
10	The elephant is in the water.				
12	The monkey is in the water.				
14	The crocodile is in the water.				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *In the Playhouse*

Level: 1

Running words: 48

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	My cat is in the playhouse.				
4	My dog is in the playhouse.				
6	My bird is in the playhouse.				
8	My rabbit is in the playhouse.				
10	My fish is in the playhouse.				
12	My mum is in the playhouse.				
14	My dad is in the playhouse.				
16	My horse is in the playhouse.				
Totals					

Running Record



Name: _____ Age: _____ Date: _____

Text: *Look at Me*

Level: 1

Running words: 56

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Here is my brush.				
3	Look at me.				
4	Here is my breakfast.				
5	Look at me.				
6	Here is my lunch.				
7	Look at me.				
8	Here is my bag.				
9	Look at me.				
10	Here is my bike.				
11	Look at me.				
12	Here is my friend.				
13	Look at me.				
14	Here is my book.				
15	Look at me.				
16	Here is my teacher.				
	Look at me.				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *Up Here*

Level: 1

Running words: 56

Summary: _____

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Page no.		E	SC	Errors MSV	Self-corrections MSV
2	"I am up here," said the monkey.				
4	"I am up here," said the bird.				
6	"I am up here," said the spider.				
8	"I am up here," said the butterfly.				
10	"I am up here," said the ant.				
12	"I am up here," said the frog.				
14	"I am up here," said the caterpillar.				
16	"I am up here," said the snake.				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *Art Fun*

Level: 1

Running words: 32

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	The girl is here.				
4	The paper is here.				
6	The brush is here.				
8	The paint is here.				
10	The glue is here.				
12	The sun is here.				
14	The flower is here.				
16	The bee is here.				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *In the Sea*

Level: 1

Running words: 42

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	The bucket is in the sea.				
4	The leaf is in the sea.				
6	The stick is in the sea.				
8	The flower is in the sea.				
10	The boat is in the sea.				
12	The rock is in the sea.				
14	The shell is in the sea.				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *The Monkey and the Ladybird* Level: 1 Running words: 28

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Here is a monkey.				
4	Here is a giraffe.				
6	Here is a zebra.				
8	Here is a lion.				
10	Here is a crocodile.				
12	Here is a snake.				
14	Here is a ladybird.				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *Look at the Clouds*

Level: 1

Running words: 56

Summary: _____

Page no.	E	SC	Errors MSV	Self-corrections MSV
2				
4				
6				
8				
10				
12				
14				
16				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *My Family and Me*

Level: 1

Running words: 32

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Look at my dad.				
4	Look at my mum.				
6	Look at my brother.				
8	Look at my sister.				
10	Look at my twin.				
12	Look at my grandma.				
14	Look at my grandpa.				
16	Look at my family.				
Totals					

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Here is a Robot*

Level: 1

Running words: 39

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Here is a <i>green</i> box.				
4	Here is a <i>blue</i> box.				
6	Here is a <i>red</i> box.				
8	Here is a <i>pink</i> box.				
10	Here is a <i>purple</i> box.				
12	Here is a <i>yellow</i> box.				
14	Here is a <i>black</i> box.				
16	Here is a robot.				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *My Toy Box*

Level: 1

Running words: 40

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Look! Here is my teddy.				
4	Look! Here is my duck.				
6	Look! Here is my truck.				
8	Look! Here is my doll.				
10	Look! Here is my car.				
12	Look! Here is my monkey.				
14	Look! Here is my snake.				
16	Look! Here is my mum.				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *Look at the Picture*

Level: 1

Running words: 32

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Look at the square.				
4	Look at the triangle.				
6	Look at the house.				
8	Look at the sun.				
10	Look at the tree.				
12	Look at the cat.				
14	Look at the dog.				
16	Look at the picture.				
Totals					

Running Record



Name: _____ Age: _____ Date: _____

Text: *In My Car*

Level: 1

Running words: 40

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	I am in my car.				
4	I am in my box.				
6	I am in my sandpit.				
8	I am in my playhouse.				
10	I am in my tent.				
12	I am in my pool.				
14	I am in my tunnel.				
16	I am in my bed.				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *The Zookeeper*

Level: 1

Running words: 56

Summary: _____

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Page no.		E	SC	Errors MSV	Self-corrections MSV
2	"Look at the monkey," said the zookeeper.				
4	"Look at the zebra," said the zookeeper.				
6	"Look at the giraffe," said the zookeeper.				
8	"Look at the elephant," said the zookeeper.				
10	"Look at the seal," said the zookeeper.				
12	"Look at the lion," said the zookeeper.				
14	"Look at the tiger," said the zookeeper.				
16	"Look at the snake," said the zookeeper.				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *Here is the Flower*

Level: 1

Running words: 35

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Here is the white paper.				
4	Here is the brown paper.				
6	Here is the red paper.				
8	Here is the black paper.				
10	Here is the yellow paper.				
12	Here is the green paper.				
14	Here is the blue paper.				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *Look at the Bee*

Level: 1

Running words: 32

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Look at the bee.				
4	Look at the caterpillar.				
6	Look at the butterfly.				
8	Look at the ladybird.				
10	Look at the ant.				
12	Look at the spider.				
14	Look at the worm.				
16	Look at the snail.				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *Toys that Float*

Level: 1

Running words: 40

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Look at the ball float.				
4	Look at the frog float.				
6	Look at the duck float.				
8	Look at the fish float.				
10	Look at the ring float.				
12	Look at the cup float.				
14	Look at the car float.				
16	Look at the boat float.				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *Clouds*

Level: 1

Running words: 39

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Look at the big clouds.				
4	Look at the little clouds.				
6	Look at the white clouds				
8	Look at the pink clouds.				
10	Look at the orange clouds.				
12	Look at the grey clouds.				
14	Look at the black clouds.				
16	Look at the clouds.				
Totals					

Running Record



Name: _____ Age: _____ Date: _____

Text: *I Am Helping*

Level: 1

Running words: 39

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	I am helping my family.				
4	I am helping my mum.				
6	I am helping my dad.				
8	I am helping my brother.				
10	I am helping my sister.				
12	I am helping my grandma.				
14	I am helping my grandpa.				
16	I am helping.				
Totals					

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Running Record

Name: _____ Age: _____ Date: _____

Text: *To the Shops*

Level: 2

Running words: 71

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Look at me. I can go to the shops.				
4	Look at me. I can go to the park.				
6	Look at me. I can go to the pool.				
8	Look at me. I can go to the zoo.				
10	Look at me. I can go to the party.				
12	Look at me. I can go to the library.				
14	Look at me. I can go to the beach.				
16	Look at me. I am at the circus.				
Totals					

Running Record



Name: _____ Age: _____ Date: _____

Text: *I Am Big*

Level: 2

Running words: 77

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	"I am big," said Lea. "I can go on this slide."				
4	"I am big," said Lea. "I can go on this swing."				
6	"I am big," said Lea. "I can go on this boat."				
8	"I am big," said Lea. "I can go on this ladder."				
10	"I am big," said Lea. "I can go on this bridge."				
12	"I am big," said Lea. "I can go on this train."				
14	"I am big," said Lea. "I can play in the playhouse."				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *My Big Sandcastle*

Level: 2

Running words: 71

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	"Look, Mum!" said Alex. "The sand can go here."				
4	"Look, Mum!" said Alex. "The tunnel can go here."				
6	"Look, Mum!" said Alex. "The rocks can go here."				
8	"Look, Mum!" said Alex. "The sticks can go here."				
10	"Look, Mum!" said Alex. "The leaves can go here."				
12	"Look, Mum!" said Alex. "The water can go here."				
14	"Look, Mum!" said Alex. "The wood can go here."				
16	"Look!" said Alex. "Here is my big sandcastle."				
Totals					

Running Record



Name: _____ Age: _____ Date: _____

Text: *The Birthday Party*

Level: 2

Running words: 80

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	It is my birthday. I can play in the playhouse.				
4	It is my birthday. I can play on the swing.				
6	It is my birthday. I can play in the tent.				
8	It is my birthday. I can play on the slide.				
10	It is my birthday. I can play in the sandpit.				
12	It is my birthday. I can play on the bike.				
14	It is my birthday. I can play in the pool.				
16	It is my birthday, and this is my birthday party.				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *Up and Down*

Level: 2

Running words: 58

Summary: _____

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Page no.		E	SC	Errors MSV	Self-corrections MSV
2	"I can go up," said the ant.				
4	"I can go down," said the snail.				
6	"I can go up," said the bird.				
8	"I can go down," said the worm.				
10	"I can go up," said the bee.				
12	"I can go down," said the spider.				
14	"I can go up," said the caterpillar.				
16	"I can go up and down," said the butterfly.				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *Lea Can Help*

Level: 2

Running words: 55

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	"I can help my mum," said Lea.				
4	"I can help my dad," said Lea.				
6	"I can help my cat," said Lea.				
8	"I can help my grandma," said Lea.				
10	"I can help my grandpa," said Lea.				
12	"I can help my teacher," said Lea.				
14	"I can help my friend," said Lea.				
16	"Dad can help me!" said Lea.				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *Little Caterpillar is Cold*

Level: 2

Running words: 43

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	I am cold on the stick.				
4	I am cold on the rock.				
6	I am cold on the grass.				
8	I am cold on the path.				
10	I am cold on the flower.				
12	I am cold on the tree.				
14	Look! I am warm on the leaf.				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *My House*

Level: 2

Running words: 64

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Here is my house. This is the gate.				
4	Here is my house This is the garden.				
6	Here is my house. This is the roof.				
8	Here is my house. This is the door.				
10	Here is my house. This is the hall.				
12	Here is my house. This is the kitchen.				
14	Here is my house. This is the bathroom.				
16	Here is my house. This is the bedroom.				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *Up in the Tree*

Level: 2

Running words: 73

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	I can see a flower up in the tree.				
4	I can see a leaf up in the tree.				
6	I can see a caterpillar up in the tree.				
8	I can see a spider up in the tree.				
10	I can see a butterfly up in the tree.				
12	I can see a bird up in the tree.				
14	I can see a nest up in the tree.				
16	Look! I can see a chick up in the tree.				
Totals					

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Making Friends*

Level: 2

Running words: 64

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Look at Meg. Meg is on the ladder.				
4	Look at me. I am on the ladder.				
6	Look at Meg. Meg is on the slide.				
8	Look at me. I am on the slide.				
10	Look at Meg. Meg is on the bridge.				
12	Look at me. I am on the bridge.				
14	Look at Meg. Meg is on the swing.				
16	Look at me. I am on the swing.				
Totals					

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Running Record

Name: _____ Age: _____ Date: _____

Text: *My Shopping*

Level: 2

Running words: 53

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	This is a banana. It goes here.				
4	This is a pear. It goes here.				
6	This is a carrot. It goes here.				
8	This is a tomato. It goes here.				
10	This is a sausage. It goes here.				
12	This is a cookie. It goes here.				
14	This is a cake. It goes here.				
16	Here is my shopping.				
Totals					

Running Record



Name: _____ Age: _____ Date: _____

Text: *My Little Toys*

Level: 2

Running words: 48

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	This truck is big.				
4	This truck is little. It is my truck.				
6	This boat is big.				
8	This boat is little. It is my boat.				
10	This train is big.				
12	This train is little. It is my train.				
14	This plane is big.				
16	This plane is little. It is my plane.				
Totals					

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Running Record

Name: _____ Age: _____ Date: _____

Text: *The Castle*

Level: 2

Running words: 52

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	I can see a little flag.				
4	The flag goes on my big castle.				
6	I can see a little horse.				
8	The horse goes on my big castle.				
10	I can see a little girl.				
12	The girl goes on my big castle.				
14	I can see a little boy.				
16	The boy goes on my big castle.				
Totals					

Running Record



Name: _____ Age: _____ Date: _____

Text: *My Birthday*

Level: 2

Running words: 69

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	It is my birthday and this is my card.				
4	It is my birthday and this is my present.				
6	It is my birthday and this is my hat.				
8	It is my birthday and this is my balloon.				
10	It is my birthday and this is my jelly.				
12	It is my birthday and this is my ice cream.				
14	It is my birthday and this is my cake.				
16	This is my birthday party.				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *Look at the Animals*

Level: 2

Running words: 60

Summary: _____

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Page no.		E	SC	Errors MSV	Self-corrections MSV
2	This bird is <i>yellow</i> , and this spider is <i>black</i> .				
4	This bee is <i>yellow</i> and <i>black</i> .				
6	This worm is <i>brown</i> , and this snake is <i>black</i> .				
8	This snail is <i>brown</i> and <i>black</i> .				
10	This frog is <i>green</i> , and this beetle is <i>black</i> .				
12	This caterpillar is <i>green</i> and <i>black</i> .				
14	This butterfly is <i>blue</i> , and this ant is <i>black</i> .				
16	My fish is <i>blue</i> and <i>black</i> .				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *Hot and Cold*

Level: 2

Running words: 57

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	I see the sun. It is hot.				
4	I see the snow. It is cold.				
6	I see the fire. It is hot.				
8	I see the ice. It is cold.				
10	I see the pan. It is hot.				
12	I see the milk. It is cold.				
14	I see the candle. It is hot.				
16	I see the ice cream. It is cold.				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *I Can Help My Grandma*

Level: 2

Running words: 68

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	I can help my grandma. The cup goes here.				
4	I can help my grandma. The box goes here.				
6	I can help my grandma. The milk goes here.				
8	I can help my grandma. The broom goes here.				
10	I can help my grandma. The water goes here.				
12	I can help my grandma. The sock goes here.				
14	I can help my grandma. The book goes here.				
16	My grandma can help me!				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *My Street*

Level: 2

Running words: 72

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	This is my street. I can see a park.				
4	This is my street. I can see a shop.				
6	This is my street. I can see a school.				
8	This is my street. I can see a dog.				
10	This is my street. I can see a bird.				
12	This is my street. I can see a light.				
14	This is my street. I can see a tree.				
16	This is my street. I can see my house.				
Totals					

Running Record

Name: _____ Age: _____ Date: _____

Text: *Nests*

Level: 2

Running words: 52

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Here is a bird.				
4	Look at the nest. The nest is down here.				
6	Here is a turtle				
8	Look at the nest. The nest is down here.				
10	Here is a swan.				
12	Look at the nest. The nest is down here.				
14	Here is a mouse.				
16	Look at the nest. The nest is down here.				
Totals					

Running Record



Name: _____ Age: _____ Date: _____

Text: *We Can Play*

Level: 2

Running words: 53

Summary: _____

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	I see a ball. We can play.				
4	I see a swing. We can play.				
6	I see a slide. We can play.				
8	I see a brick. We can play.				
10	I see a dinosaur. We can play.				
12	I see a bucket. We can play.				
14	I see a game. We can play.				
16	I see my friend!				
Totals					

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