

A Pet to the Vet

GOALS

Comprehension

Predict outcomes and interpret the text

Make inferences from illustrations

Infer the deeper meaning implied in the text

Vocabulary

Sound out words when writing

Fluency

Model fluency adjusting pace, volume

Use expression and character voices when reading dialogue

Writing

Creative writing

Character profile

Word Study

– Sounding out when writing: Demonstrate to students how to sound out when you are writing. Write the words from the text on the board and when you are writing, show how you write the sounds, letter patterns and blends you hear. Remind them to look to see if the word looks right. *sneeze, tattered, scratched, laughing, straightened*

Before Reading

- Look at the cover of *A Pet to the Vet*. Ask: What do you think is going on? Read the blurb.
- On page 2, look at the illustration and have students tell what they think is wrong with Judy's pet mouse Max. (cold and sneezing)
- Read the last paragraph on page 2. Ask: What do you notice about how the author has written that paragraph? (used rhyming words)
- On page 4, Johnny's tomcat Tom has a limp and his ears are tattered around the edge. He also decides to go to the vet in the morning.
- On page 6, Mrs Black's parrot won't talk. On page 9, now Mr Simpson's pet snake Sampson is in a knot. Look for the word *knot* on page 9. It begins with a silent k.
- On page 10, Sir Leopold's laughing hyena isn't laughing, so they are going to the vet in the morning.
- On page 16, look at the illustration of them in the vet's waiting room. Ask: What do you think is about to happen? (Discuss cat licking his lips at the mouse and the snake looking at the cat.)
- Read page 18 to students, modelling expression and character voices.
- On page 20, ask: What has happened to all the animals? Have students think about why they were all there. Do they look like they need to see the vet?



Almost everyone in Judy's street has a pet with a problem. What will happen when they all take their pets to the vet in the morning?

Reading the Text

- While students are reading, have them think about the rhyming words and how they make reading the story enjoyable.
- Students read the text silently, while you listen to individuals read aloud, encouraging expression and fluency.

Fluency

- While students are reading, remind them to read with expression, especially when reading with a character voice.

After Reading

Talk about *A Pet to the Vet*. Prompt if needed.

- Was your prediction correct? What was the same or different?
- Did you remember that everyone else didn't really have a medical problem but the mouse would still need to see the vet?
- Why do you think the author Margaret Mahy chose to use rhyming words in her story?
- Talk about the illustrations and how they supported the text. Encourage students to show evidence from the text.

Writing

– Give students words orally and ask them to write them out, using the sounding out strategies.

instantly, clever, morning, dreadful, hyena

– Students write another page for the story. If they have a pet mouse at home, if not, they imagine a pet they would like to have. They look back through the language of the text and notice the pattern that Margaret Mahy used throughout the story. Write who the pet is, what their problem is and then the rhyming paragraph about them having to go to the vet to solve the problem. They illustrate their page.

– If time allows, help them to write a few sentences about how the pet's problem was fixed when they sat in the busy waiting room with the other animals. This could become a class book.

– Have students create a character profile of one of the animals or characters.

Name: Age: Height: Appearance: Talents: Likes: Dislikes:

They illustrate the profile.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Writing: Write a rhyme like the ones in the book for a pet of your own, or for another sick animal like a giraffe with a sore throat or a cheetah with spots.
- Thinking: Answer five comprehension questions about the text.
- Record: Students read and record part of the story by themselves and save it for you to listen to later.

The Little Kite

GOALS

Comprehension

Use the text and illustrations to predict the outcome of the narrative
 Notice character changes
 Make inferences
 Draw conclusions

Vocabulary

Understand prefix un-

Fluency

Adjust the pace, volume and expression to suit the reading situation
 Use punctuation in the reading

Writing

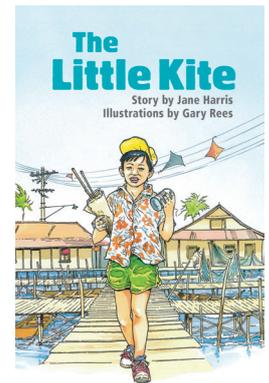
Personal writing
 Analyse the main character's emotions

Word Study

– Prefix un-: This prefix makes a word into an antonym or opposite, e.g. wound/unwound; happy/unhappy; tidy/untidy. Have students think of more examples.

Before Reading

- Have students look at the cover of *The Little Kite*. Ask: What do you see?
- On page 2, we meet Ahmad, a young boy who wants to have the best kite in the village. It will be the only kite in the village to have a face. The kite says to itself, "*Hurry up. I want to fly in the sky. I want to fly with the other kites. I want to be the most beautiful kite in the village.*"
- On page 6, look for the word *unwound*. Ask: What two letters would you expect to see in *unwound*? Ahmad finished his kite and unwound the string.
- On page 8, Ahmad and his father go fishing. While his Dad fished, Ahmad flies his kite. The little kite is happy that there are no wires.
- Look at the illustration on page 12. Ask: Does the little kite look happy? Why do you think the little Kite is worried? (Wires in the sky)
- On page 14, Ahmad's cousin Faizal brings his kite to fly. Their kites fly higher and higher.
- Look at the illustration on page 16. Ask: What has happened? (Little yellow kite is in the water and Faizal's kite is caught in the wires.) Ahmad gets the little kite out of the water to dry. Faizal plans to make a new kite to fly at their grandmother's house.
- On page 20, the cousins fly their kites but the little kite won't come down when Ahmad wants it to. She is enjoying herself too much. The string breaks from the struggle and the little kite flies into the wires.



The little kite wanted to be the best and most beautiful kite in the village. She loved soaring on the air above the land and the sea but there was always a fear, a fear of the wires.

- Model reading the text on this page with the exclamation mark. “*Ha-Ha!*” she laughed. Tell students that exclamation marks are used to express surprise or any other strong emotion and to add emphasis.
- Read the text on page 22 to students and have them note your pace and fluency. Tell them that this is how you would like them to sound when they read to you later. Ask: What do you think will happen to the little kite?

Reading the Text

- Students read the text silently while you listen to individuals read aloud.
- Encourage students to listen to themselves read and make sure it makes sense and self correct if it doesn't. Ask them to think about how the little kite felt when she was trapped in the wires.

Fluency

- Encourage students to read with expression, and to pause appropriately at punctuation. Remind them to use exclamation marks to add emphasis or to sound surprised.

After Reading

Invite students to discuss their thoughts about *The Little Kite*. Prompt if needed.

- Did you think that the kite would fall from the wires and find a new friend to fly her?
- What was your prediction? How was it different/the same?
- How do you think the little kite felt when she was trapped in the wires? (Provide evidence from the text.)
- Did this story remind you of anything you have ever played with?
- Do you know the feeling of being abandoned and alone?

Writing

– Discuss with students how the little kite had a long list of emotions during the story. They scan the book and write down the emotions and why the little kite felt that way. They provide supporting evidence from the text itself. For example,

excitement “Hurry up,” the little kite thought. “I want to fly in the sky.” (page 2)

frightened “The little kite shook” (page 4)

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Writing: Look at the birds on page 21. Imagine you are one of those birds. Describe what is happening to you.
- Thinking: Answer five comprehension questions about the text.
- Record: Students read and record part of the story by themselves and save it for you to listen to later.

Old Bones

GOALS

Comprehension

Analyse characters
Predict outcomes
Find meaning from content

Vocabulary

Understand when to add -ies to a noun

Fluency

Read orally with phrasing
Adjust the pace, volume and expression to suit the reading situation

Writing

Reflective and emotional writing

Word Study

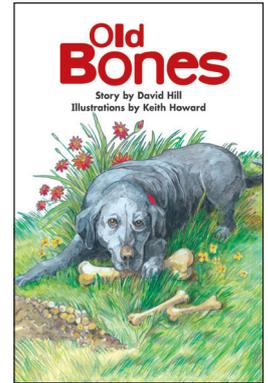
– Adding -ies to a noun: To form a plural from a noun that ends in y, we change the y ending to ie and then add s. Write these words from the text on the whiteboard. Say the words in sentences to help students understand these plural nouns.

<i>Base word</i>	<i>Adding -ies</i>
memory	memories
baby	babies
puppy	puppies

Have students write the rule as a group.

Before Reading

- Have students look at the cover of the story *Old Bones* and tell you what they see.
- On pages 2–3, the illustration shows a young boy called Zac with his mother and his stepfather Cliff looking at their pet dog, Arch. He is burying bones in the flower garden. Ask: Does Mum look impressed?
- On page 8, Arch is no longer asking to go for walks. He has stopped burying bones and is finding it hard to walk. His family decides it is time to put Arch down as he isn't getting any better. He is old and worn out. Ask: How does his family feel?
- On page 12, Cliff makes a cross for Arch's grave and Zac writes his name on it and plants a small rose bush to remember Arch.
- Look for the word memories on page 15. Ask: What three letters would you expect to see at the beginning of the word? Zac had many good memories/thoughts about Arch and he looks at old photos to remind him.
- Look at the illustration on page 17. Ask: What do you think is waiting for Zac in the living room?
- Read page 18 as a model of fluency. Students read the page following your model.



This story is about a beloved family dog and how Zac overcomes his sadness when Arch, the family dog, dies.

Reading the Text

- While they are reading, have students think about how special Arch was to his family.
- Students read the text silently, while you listen to individuals read aloud.

Fluency

- While listening to students read one on one, prompt them and help them with phrasing and to adjust the pace, volume and expression to suit the reading situation.

After Reading

Invite students to discuss their thoughts about the narrative *Old Bones*. Some prompts if needed.

- Was your prediction about what was waiting for Zac in the living room correct?
- Did you like the puppy's new name, Arch-Chew? Do you understand why Zac chose the name?
- Does this book remind you of any pets you know?
- How did Zac and his family feel when Arch had to be put down? Show evidence from the text and illustrations.
- How do you think Zac felt at the end of the story.
- What do you think the author's purpose was for writing this story?

Writing

– Ask students what they would call a new puppy? Ask: Why would you choose that name? They write about all of the things they would do with their puppy – what they would teach it and how they would spend their day together.

– Have students write their thoughts about what kind of a friend Arch was to Zac. They may choose to write a poem, or a letter to each other, or a few words about their friendship. Encourage them to try to put as much emotion in as possible, think about the things they loved to do together.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- **Writing:** Write a list of the clues the illustrator gives the reader to show the different seasons mentioned in the story.
- **Thinking:** Answer five comprehension questions about the text.
- **Record:** Students read and record part of the story by themselves and save it for you to listen to later.

The Best Diver in the World

GOALS

Comprehension

Predict outcomes
Make inferences
Draw conclusions
Analyse characters

Vocabulary

Understand how descriptive language paints a picture to the reader

Fluency

Read aloud in a clear voice using phrasing

Writing

Explore descriptive language

Word Study

– Descriptive language: Discuss how the author has used a lot of adjectives and adverbs in this story to make you feel like you are there and you are able to paint a clear image in your mind.

Write these examples from the text on the board or read them out to the students.

A timid snapper poked its nose out... (page 3)

A stingray tossed itself and rose in a cloud of sand. (page 3)

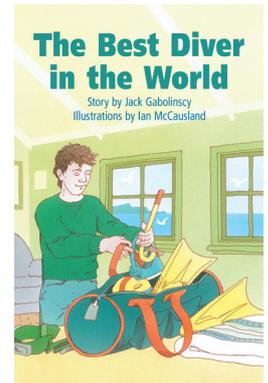
He gasped rasping mouthfuls of air. (page 8)

They waited, twisting curls of their hair in their fingers, digging their teeth into their knees. (page 14)

– Discuss how these sentences give more information and build suspense throughout the story.

Before Reading

- On page 2, we meet Mark. He is a crayfish diver who loves to deep dive and grab the crayfish with his hands. Look for the word *propelled*. It starts with /pr/. Ask: What two letters would you expect to find at the end of *propelled*? The author describes how Mark enters the water and propels himself into the deep.
- Look at the illustration on page 5. These young boys are fans. They like to watch Mark dive. Look for the word *knowledgeable* on page 4. Run your finger under it and then clap the syllables. They believe Mark knows everything about diving.
- Look for the word *depressurised* on page 6. Ask: What two letters would you expect *depressurised* to begin with? When Mark dives down for crayfish, he must depressurise his body and fill it with air so he can make the deep dive and safely return to the surface.
- Look at the illustration on page 9. Ask: Does Mark look like he was able to reach the crayfish?
- Find the word *despondently* on page 10. Clap the syllables and run your finger under *despondently*. Have students tell what this word means. They can use a dictionary if needed. Mark is disappointed and swims back into shore with no crayfish, his body is exhausted. He needs a rest.



Mark's lungs felt close to bursting as he reached for the large crayfish. Like the children who were watching from the beach, he had no idea about the surprise that awaited him.

- Look for the word *determination* on page 12. Clap the syllables and then run your finger under the word as you read it. Mark is filled with determination to try again to get the crayfish. The young boys are questioning if he has given up.
- On page 17, ask: What is happening in the illustration? (Mark is trying again.) Does he look like he is going to make it?
- On page 21, ask: What has happened? (The crayfish is an empty shell.)
- Look at the illustration on pages 22–23. The boys are cheering Mark and are so excited. Students discuss how Mark looks. Ask: What will he tell his biggest fans? Students discuss their thoughts about the ending.

Reading the Text

- Invite students to read the text silently and tell them as they read to think about the determination Mark has to catch the crayfish throughout the story.

Fluency

- Remind students to focus on their fluency before they start reading. Read the text on page 24 as a model. When you listen to them read, praise them for phrasing and fluency.

After Reading

Discuss the book *The Best Diver in the World*. Prompt if needed.

- Were your thoughts about the ending of the book correct? What was different?
- Do you think Mark telling the boys a story about the giant octopus was okay or do you think he should have told them the truth?
- Mark showed determination and never gave up. When have you been like that until you have achieved your goal? Share experiences.
- Look at the illustration on page 13. Do you think Mark's face shows disappointment or determination? The illustrator could have chosen either to show on Mark's face as the text talks about both on page 12. What would you have chosen? And why?

Writing

- Students choose five sentences that they believe best paint a clear picture about Mark and the boys. They list them from one to five and write reasons for choosing them.
- Ask: Have you been swimming or diving under the water at the beach or pool? Have students write a paragraph using descriptive language about how they felt when they were under water. They paint a picture with words so the reader can see and hear what they could see and hear.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Writing: Write a list of helpful hints for divers using the information in the story.
- Thinking: Answer five comprehension questions about the text.
- Record: Students read and record part of the story by themselves and save it for you to listen to later.

The Adventures of Jessica and Zebedee

GOALS

Comprehension

- Analyse characters
- Identify the main idea
- Predict outcomes

Vocabulary

- Understand the vowel sounds

Fluency

- Read with appropriate intonation
- Use expression and character voices when reading dialogue

Writing

- Analyse a main character
- Create a different ending/chapter

Word Study

– Vowel sounds: Write these vowel sounds in columns on the board.

a (cat) e (get) i (bit) o (got) u (but)

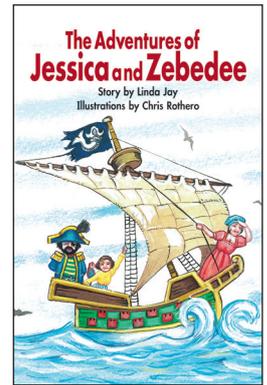
Have students say these words from the text and then write them in the correct columns.

Highlight the short vowel sounds by underlining them.

a	e	i	o	u
and	swelled	him	not	rushed
back	deck	nibble	often	truck

Before Reading

- Look at the cover of *The Adventures of Jessica and Zebedee*. Ask: What are your thoughts about this book?
- On page 3, pet shop owner, Mr Menagerie, is closing his pet shop to travel to Africa to be an explorer with his famous brother. Jessica always visits the shop and he gives her the parrot Zebedee to look after.
- On page 5, look for the word *orphanage*. Ask: What two letters would you expect *orphanage* to begin with? What two letters make the /f/ sound? Jessica lives in an orphanage and Madam Iceberg isn't happy when she brings Zebedee. Madam Iceberg tries to get rid of the bird and he gives her hand a sharp nip and flies out the door. Jessica leaves after Zebedee.
- On page 9, read the words in capital letters. Ask: What do you think Jessica and Zebedee will do? Why do you feel this will happen?
- Have students listen to you read the last paragraph on page 11 and the first paragraph on page 12. Focus on fluency and character voices and tell students that this is how you would like them to sound when they read to you.
- On page 14, look for the word *unseaworthy*. Students find the small words inside the word. Discuss how to help reading long words, you can look for small words within a large word.



Nothing exciting happened to Jessica until the day Mr Menagerie gave her Zebedee, a blue parrot. When Jessica flees the orphanage to save Zebedee's life, the adventures begin, but how will they end?

The Adventures of Jessica and Zebedee

Jessica is that unseaworthy and has to get off the boat as soon as they arrive at land.

- On page 15, look for the word *portraits*. Ask: What three letters would you expect *portraits* to begin with? Find the word *portraits* and clap the syllables. Jessica is sad to see her friends sail off without her and Zebedee, so she decides to paint their portraits.
- On page 16, find the word *acrobats*. It starts with ac and has a smaller word in it to help say it. Ask: What is the smaller word you can see? (bats) Jessica decides to join the circus and travel the world as an acrobat. So she trains hard but she is afraid of heights and just can't do it. So she helps around the circus, cleaning and painting portraits, until she thinks of what to do next. Ask: What do you think will become of Jessica and Zebedee? How will they travel the world and continue their adventures?

Reading the Text

- While they are reading, have students think about how Jessica can look after Zebedee.
- Invite students to read the text silently while you listen to individuals to help meet their needs.

Fluency

- Students make sure when they are reading aloud and in their head that they use appropriate character voices that match the language. They listen to themselves read.

After Reading

Invite students to discuss their thoughts about the book. Prompt if needed.

- Were your predictions about how Jessica and Zebedee continued their adventures correct?
- How did the author give you clues throughout the text that the portraits she painted were going to be the answer to their problems? (Show evidence from the text.)
- Do you think Jessica was brave even though she was afraid of the sea and heights?
- Do you think the author had a message for you in this book?

Writing

- Students write a short chapter that could be included in *The Adventures of Jessica and Zebedee* about another adventure they have together. They elaborate on the adventure trekking across the Sahara or choose another adventure. It can't be too high or involve water.
- Students analyse Jessica's character. They describe what she was like as a person, her looks and personality and list them or write them in a paragraph. Include a picture in the character profile.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Writing: Some of the characters in the book have names that suit the kind of people they are, or the jobs they do. List some different jobs and write funny, suitable names for people who do those jobs.
- Thinking: Answer five comprehension questions about the text.
- Record: Students read and record part of the story by themselves and save it for you to listen to later.

The Treasure of the Stone Lions

GOALS

Comprehension

Predict outcomes and interpret the text
Analyse characters
Draw conclusions

Vocabulary

Patterns in words

Fluency

Vary pace of reading and use expression to suit the reading situation
Self correct and listen to themselves read

Writing

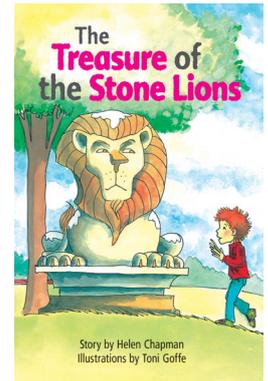
Reflective and emotional writing
Creative writing related to the text
Summarise the beginning, middle and end

Word Study

– Patterns in words: These help us read and write them. Write these words from the text on the whiteboard, highlighting the *ure* pattern. *treasure, captured*
Talk about the sound that the spelling pattern *ure* makes. Think of other *ure* words such as nature, adventure, culture, figure, pure, cure.

Before Reading

- Read the blurb of *The Treasure of the Stone Lions*. This helps set the scene for the story.
- On page 3, this is Luke. His gran has just started her first day at the Evergreen Nursing Home. He is bored while they are doing the tour. Even adults are frightened of the stone lion statues at the entrance. Find the word *statues*. Ask: What letter blend do you expect *statues* to begin with? Find it and run your finger under *statues*.
- On page 8, Luke is enjoying having a special friend and a place of his own to play. He overhears two men talking. They are planning a robbery. One of them has stolen some money and hidden it in two holes in the ground. When he returned, the two lion statues were in the holes. But people believe that once a year the lion statues rise from the earth at midnight to drink water from the fountain.
- Look at the illustration on page 15. Ask: What do you think has happened? (They are chasing Luke because he overheard them talking about their plan.) The men agree to let Luke in on the robbery if he doesn't tell anyone.
- On page 18, look for the word *shuddered*. Find it and run your finger under it as you say *shuddered*. The stone lion shuddered and talked to Luke. He asks Luke to help him. He will give Luke wealth if he does as asked.



The stone lions looked scary but Luke played on them all the same. Then Luke overhears some scruffy characters talking about a robbery. One of the stone lions helps him to find the treasure and catch the thieves.

- Ask: What do you think the plan is? How will the lion and Luke catch the thieves and get the treasure?
- Read page 21 to students as a model of how to vary pace and use expression.

Reading the Text

- Students read the text silently, while you listen to individuals read aloud. Ask them to think about how innocent and brave Luke is.

Fluency

- While you are listening to individual students, encourage expression and vary pace for fluency. Remind them to listen to themselves read and to self correct if what they are reading doesn't make sense.

After Reading

After reading *The Treasure of the Stone Lions*, ask students to share their thoughts. Prompt if needed.

- Was your prediction about the ending correct? What was different? What was the same?
- What lesson do you think the author was teaching us?
- How did Luke feel at the beginning, middle and end of the story. Show evidence when you talk about each stage.
- Is this story a realistic fiction that could happen in real life?
- Do you think the illustrations supported the text and helped you with your understanding of this story? (show supporting evidence)

Writing

– Talk about a moral dilemma. Ask students that if they were Luke and discovered the truth about the stone lions, the treasure and the stolen money, what would they have done. Ask: Would you have been as brave and honest as Luke or would you have taken all of the money and treasure for you and your family? Students write a paragraph about what they would have done and why.

– The story has a clear narrative structure. Have students break up the narrative and write a few sentences/paragraph about each step of the narrative.

Beginning, Middle, Problem, Ending, Solution

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Writing: Write a headline for the newspaper story mentioned on page 31.
- Thinking: Answer five comprehension questions about the text.
- Record: Students read and record part of the story by themselves and save it for you to listen to later.

Winklepoo, the Wicked

GOALS

Comprehension

Make inferences from the illustrations

Identify the main idea

Demonstrate questions readers should ask about themselves before, during and after reading

Predict the ending

Vocabulary

Understand the silent e spelling rule

Fluency

Listen to yourself read

Self-correct if the text doesn't make sense

Fluently read by varying the pace of reading and build suspense

Writing

Summarise text

Create and support an argument from text

Word Study

– Spelling rule: When a word ends in a silent e, drop the “e” before adding an ending which begins with a vowel. e.g. make + ing = making

– Write these words from the text on the whiteboard and highlight the rule for students. Write them as a sum so students can see how the silent e rule works.

dance + ing = dancing

wriggle + ing = wriggling

joke + ing = joking

donate + ed = donated

close + ed = closed

– Note that some word endings might be -s, -ed, -ing, -er, -est, -en. Add other words that end in silent e to your list.

Before Reading

- Look at the cover of *Winklepoo, the Wicked*. Ask: What do you think we will be reading about today?
- Read the blurb and tell students that this is how you want them to sound when they read to you later. They note your fluency.
- On page 4, find the word *notorious* and have students tell what two letters it begins with. Find it and clap the syllables. Discuss the meaning of *notorious*. (to be well known for something that maybe bad) The competition is to find the wickedest pirate ever to sail the salty sea. Captain Winklepoo thinks she is the most notorious and so there's no need for the competition. The other pirates don't agree.
- On page 8, find the word *fiendish*. Ask: What letters do you hear in the word *fiendish*? Notice there are smaller words in it that help you to read it. (dish, end) For every foul and fiendish deed over the three days, the pirates get five points. But one good deed and they are out of the competition. Captain Winklepoo is easily winning. Discuss the meaning of *fiendish*.



Winklepoo arrives at the annual pirate party in a very bad mood. She bullies her way into the wickedest pirate competition and starts a whirlwind of wickedness. But Captain Blue and Captain Mouldy set out to trick her so that she can't win.

- Look at the illustration, page 15. Captain Blue is putting Winklepoo's lipstick on Captain Mouldy's finger. He earns five points for stealing the lipstick. Ask: What do you think they are up to?
- On pages 18–19, look at the illustration. Ask: What is happening? (Captain Winklepoo is putting a plaster on Captain Mouldy's finger.)
- On page 20, look for the word *announce*. Ask: What two letters would you expect *announce* to begin with? Find *announce* and clap the syllables. The pirate chef is going to announce the results of the wickedest pirate in the world competition.
- Look at the illustration on page 25. Ask: What do you think the results are? How does Winklepoo look? (She is angry at herself because she did the good deed of putting a plaster on Captain Mouldy's finger.)
- Ask students to predict what might happen at the end of the story.

Reading the Text

- While they are reading, have students think about how wicked Captain Winklepoo is and if she deserves to be the wickedest pirate ever to sail ship.
- Students read the text silently, while you listen to individuals read aloud.

Fluency

- Remind students to listen to themselves read and self correct if it doesn't make sense. They should vary their pace, volume and expression throughout the story to build suspense.

After Reading

Invite students to discuss the book *Winklepoo, the Wicked*. Here are some discussion points.

- Did you see that ending coming?
- Do you think Captain Winklepoo was the wickedest pirate?
- When did you realise Captain Winklepoo wasn't going to win the competition?
- Were you surprised the other pirates were able to trick her so easily? What do you think that says about Captain Winklepoo?

Writing

– Ask students to tell who the wickedest pirate was – Captain Winklepoo, Captain Mouldy or Captain Blue. They write a paragraph or two explaining their choice and providing evidence from the text to support the argument.

– Students write a few paragraphs summarising the story of Winklepoo. They make sure the beginning, middle and end of the story are clearly summarised. They can include quotes from the text and the page number for easy reference.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Writing: Write about a horrible deed that a pirate like Winklepoo would enjoy doing.
- Thinking: Answer five comprehension questions about the text.
- Record: Students read and record part of the story by themselves and save it for you to listen to later.

Getting the Water We Need

GOALS

Comprehension

Summarise information

Use graphic elements to find and clarify meaning

Vocabulary

Understand nouns

Fluency

Use intonation to convey the authors' message

Writing

Summarise information

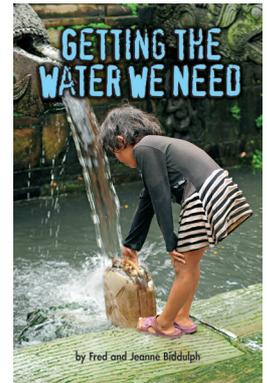
Explore problem solving and opinion writing

Word Study

– Nouns: Ask students what they think a noun is. Write these nouns from the text on the whiteboard. *water, muscles, clouds, bore, bottles, containers* Then write a group definition together on the board.

Before Reading

- *Getting the Water We Need* is an informational text. Look at the cover and discuss what students think they will be reading about. They look at how the contents page is organised into four major sections.
- On page 4, animals, plants and people are largely made up of water. If we don't have enough water inside us, we would die.
- Look at the caption on page 4. A person is about 65% water. Read the labels. Discuss how photos, captions and labels support the text.
- Look at the illustration on pages 6–7. Ask: What information do you get from it?
- On page 9, read the fact box. This supports the illustration about the water cycle. Ask: Does this help you to understand the water cycle?
- Look at the illustration on page 13. Ask: What do you think this is explaining? (Making fresh water from seawater – desalination.) Find the word *desalination*. Ask: What two letters do you expect to find at the beginning of *desalination*? Clap the syllables and say *desalination* as you run your finger under it.
- On page 14, find the word *aqueducts*. Have students tell what letters they expect to find at the beginning of *aqueducts*. Clap and say *aqueducts*. The Romans built stone canals called aqueducts to bring water to their cities.
- On page 20, read through the stages of the treatment of water from reservoirs through the plant ready for your home. As you read, have students follow the words and note how your voice sounds. Tell them that this is what you want them to sound like when they read to you.



Everyone needs fresh clean water every day to survive. Although there is plenty of water on our planet, it often needs to be moved to where we live, and processed to make it safe for us to use. Find out how this important task is done.

Reading the Text

- Turn back to the beginning of the text. Ask students to think about how precious water is when they are reading *Getting the Water We Need*.
- Invite students to read the text silently while you listen to individuals to help meet their individual needs.

Fluency

- Remind students to focus on conveying the authors' message. Students can have some extra practice using the record activity.

After Reading

Invite students to discuss what they have learnt about *Getting the Water We Need*. Prompt if needed.

- Why is it important to drink water daily?
- Explain why the author wrote in a fact box that water has been around for millions of years.
- Two hundred billion bottles of water are sold every year around the world even though we have clean tap water. Discuss your thoughts.
- About 800 million people do not have access to safe water. Discuss your thoughts.

Writing

- Have students write a few paragraphs explaining either the water cycle or how water is treated in a water treatment plant to make it safe for people to consume. Explain in detail the stages.
- In a few paragraphs students write their thoughts about how they think the world could better help the 800 million people who don't have access to safe water. How would they solve this global problem?

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- **Writing:** A friend has no power and no safe water where she lives. Use the internet to find a simple way to make untreated water drinkable. Email your instructions to her.
- **Thinking:** Answer five comprehension questions about the text.
- **Record:** Students read and record part of the story by themselves and save it for you to listen to later.

About Snails

GOALS

Comprehension

Use graphic elements to clarify meaning
Find meaning from content
Identify the main idea

Vocabulary

Understand glossary/dictionary

Fluency

Read orally with fluency
Read with a loud, clear voice

Writing

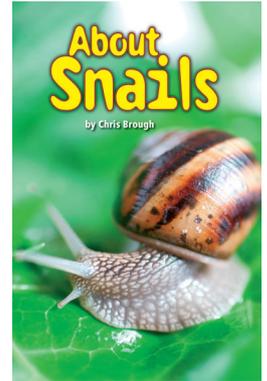
Dictation, listen to sounds and break up unknown words into syllables
Summarise information
Use illustrations to support the text

Word Study

- Writing a Glossary: Explain to students that a glossary is an alphabetical list of terms that are in the book. The words are usually uncommon or specialised. *About Snails* doesn't have a glossary so give students some words from the text (*calcium, protein, tentacles*) and a dictionary and have them to write their own mini-glossary.
- If time allows add more words to the list after students have finished reading the book.

Before Reading

- *About Snails* is an informational text. Ask: What information do you already know about snails? Look at how the contents page is organised.
- On page 4, look for the word *whorls*. Ask: What two letters are you expecting to find at the beginning of *whorls*? (Whorls are the patterns on a mollusc shell.)
- Look at the caption on page 5. Read it fluently. Have students listen to your fluency as you read. They note the definition of a mollusc. Discuss their understanding.
- Look at the illustration on page 7. It shows the life cycle of a snail. Students note how the illustration supports the text on the opposite page. This is a feature of an informational text.
- On page 10, students look for the word *tentacles*. Ask: What letters do you expect to find at the beginning of *tentacles*? Clap and sound out the syllables. Snails use their tentacles to touch and smell their food.
- Look for the word *hibernate* on page 14. Ask: What two letters would you expect to find in the word *hibernate*. Clap and sound out the syllables. (When the weather is too cold, the snail will go into a deep sleep to hide from the cold. This is what hibernate means.)
- Look at the photograph on page 15 and read the caption to students. Ask: What do you think *aestivate* means? (When it's too hot, the snail will go into a deep sleep and hide.)



Snails are much more than garden pests who move slowly and sleep for much of the year. Take a closer look at how they live, how they reproduce and how to set up a snail tank.

- On page 18, look for the word *hermaphrodites*. Ask: What first three letters would you expect to find in *hermaphrodites*? Clap and say the syllables. (Snails are both male and female at the same time. This means that all snails are able to lay eggs.)
- On pages 22–23, read the step-by-step instructions for setting up a snail tank. Students look at how the author has chosen to draw a small illustration next to the text to support the words. This helps readers to understand.

Reading the Text

- Turn back to the beginning of the text. Invite students to read the text silently to themselves. While they are reading, ask them to think about how amazing snails are.

Fluency

- Check for fluency and understanding as students read aloud to you individually while the others read at their own pace.

After Reading

Invite students to discuss the key understandings of the book. Prompt if needed

- What did you learn about snails?
- What facts were interesting to you and why?
- Explain the life cycle of a snail, using evidence from the text.
- Would you consider having a snail as a pet?

Writing

– Dictate the following sentences from page 2: *Because the snail's body needs to be kept cool and damp, the snail is usually found in dark, damp places, clinging to leaves or hiding near rocks.*

Make sure you read slowly and reread so students can check for mistakes. Encourage them to clap out and listen to sounds of syllables in unfamiliar words.

– Students use the information they have read about snails and write about the life cycle of a snail. They draw supporting illustrations next to the stages.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Writing: Write a description of the life cycle of another garden creature.
- Thinking: Answer five comprehension questions about the text.
- Record: Students read and record part of the story by themselves and save it for you to listen to later.

Wonderful Eyes

GOALS

Comprehension

Understand how a non-fiction text is organised around one concept
Use graphic elements to find and clarify meaning
Find meaning from content

Vocabulary

Look for smaller words within larger unknown words

Fluency

Vary pace to convey meaning

Writing

Summarise information
Create a mini poster providing facts

Word Study

– Look for smaller words within larger unknown words: Write these words on the board and brainstorm small words within them that help to read or write them.

wonderful, hovering, hunter, underground, thinnest, submarine, periscope (won/wonder/ful; hover/ing; under/ground; thin/in/nest)

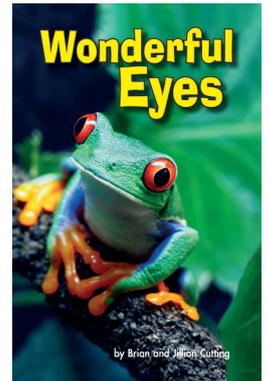
– Breaking words into syllables also helps with reading unknown words.

won/der/ful; hun/ter; un/der/ground; thin/nest; sub/mar/ine; per/i/scope

Together clap and read the syllables

Before Reading

- *Wonderful Eyes* is an informational text. Have students look at the cover and tell what they think they will be reading about today.
- On page 2, our eyes give us information about what is around us.
- Have students look for the word *prey* on page 3. Ask: What two letters are you expecting *prey* to begin with? Run your finger under it and read *prey* aloud. (An animal that is hunted and killed by another for food.)
- On page 6, find the word *herbivores*. It has the small word *her* at the beginning. Clap the syllables and say the word. (Herbivores are animals that eat plants.) Find the word *carnivores*. It has the small word *car* at the beginning. Find *carnivores* and clap the syllables. (Carnivores are animals that eat meat.)
- On page 9, discuss how the image is a magnified picture of a fruit fly's head. It has 4,000 lenses that are called compound eyes.
- On page 11, look for the word *iris*. The iris is the part of the eye that is coloured.
- On page 12, this chapter is called *Eyelids and Eyelashes*. You'll read about different animals and how different their eyelids are and why they are important.
- Read the text on page 4 to model the pace of reading information.



Not all eyes are the same. They vary to suit the particular needs of the animals using them. How do the eyes of a snail vary from those of a mole? Use your eyes to find the answer and lots of other interesting information.

- On page 15, find the word *moisture*. Ask: What two letters would you expect *moisture* to begin with? Run your finger under it and say *moisture*. Our eyebrows keep moisture away from our eyes.
- Ask students what they would expect to read about in the chapter *Poor Eyesight* on page 16.
- On page 18, they will read about different animals and their different eyes.

Reading the Text

- Turn back to the beginning of the book. Invite students to read the text silently to themselves. While they are reading, ask them to think about how wonderful and different eyes are and think about the reasons why they are.

Fluency

- Remind students to focus on conveying meaning with appropriate pace.

After Reading

Once students have read the text independently, begin your discussion. To encourage thinking and talking, you may choose to ask the following questions or prompts.

- What did you learn about eyes? (Provide evidence from the text.)
- How do rabbits' eyes help them survive? (page 7)
- Explain compound eyes. (page 9)
- Where is iris recognition used? (page 10)

Writing

- Students choose an animal from the text and research eyesight to make a mini poster. They explain why eyes are wonderful.
- Have students look at how the author makes the pages interesting to read. They note the fact boxes, photos, headings and facts for their poster.
- Students write two paragraphs summarising the information in *Wonderful Eyes*. They provide evidence from the text, being sure to use their own words.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- **Writing:** Describe the differences between a chicken and an eagle including how their eyes affect their behaviour.
- **Thinking:** Answer five comprehension questions about the text.
- **Record:** Students read and record part of the story by themselves and save it for you to listen to later.