

The Haunting of Miss Cardamon

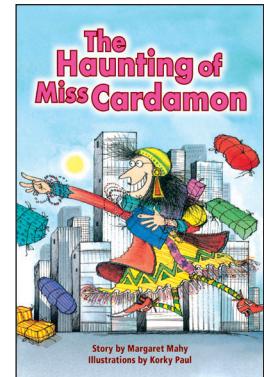
GOALS

Comprehension

Analyse characters

Identify the main idea

Predict outcomes



Vocabulary

Understand the short /e/ vowel sound pattern

Fluency

Read with appropriate intonation

Use expression and character voices when reading dialogue

Writing

Creative writing using adjectives to add detail

Use illustrations to support written ideas

Miss Cardamon is a serious town planner. In her city, buildings are made of concrete and glass and people wear grey suits and walk in straight lines. But Miss Cardamon's world changes when she meets a woman who is familiar.

Word Study

– Vowel patterns in words: Some vowel patterns have a short /e/ sound as in the word *net*. Write these short /e/ vowel pattern words from the text on the whiteboard.

e	ea
step	thread
them	instead
next	ahead

Underline the short /e/ vowel sound and say the word in a sentence.

– Remind students that the long /e/ vowel sounds like the name of the letter, e.g. clean, reason.

Before Reading

- Look at the cover and have students tell what kind of person Miss Cardamon is.
- On page 2, Miss Cardamon is very upright and always looks and walks in a straight line. She never notices the world around her as that is what life is like in her town. Ask: Does this look like the same woman on the cover? What do you think has happened to her? (Discuss)
- Look at the illustration on page 7. There are two women. Miss Cardamon looks as though she recognises the other woman but she has never actually seen her before. She is too shaggy. Miss Cardamon looks at her and the woman tells her that she will give her a present.
- Read the second paragraph on page 8. Have students listen to you read fluently. Ask: What does this sound like the shaggy woman has said to Miss Cardamon? (A spell or a wish) What is she wanting for Miss Cardamon? Together discuss your thoughts about seeing the beauty in the world.
- On page 13, ask: What two letters would you expect to find at the start of *whistling*? Find *whistling* and run your fingers under it as you say it. Miss Cardamon was starting to enjoy the world around her.

- On page 16, ask: What is happening to Miss Cardamon? What do you see? (She is noticing the joys in the world.)
- On page 21, Miss Cardamon is sitting at her town planning computer. Her fingers are tapping away. Her computer program is one that is actually going to be built.
- On page 23, have students find the word *reflection*. Run your finger under it as you say it. Miss Cardamon is dreaming of a world where the reflections of people in the street dance. It is impossible for people to walk straight anymore.
- On page 24, have students describe what they see. (Miss Cardamon's building computer program has actually started changing the world.)
- On pages 26–27, Miss Cardamon likes the world she has created.

Reading the Text

- Turn back to the title *The Haunting of Miss Cardamon*. Encourage students that while they are reading to think about who that woman was and how she changed throughout the book.
- Invite students to read the text silently while you listen to individuals to help meet their individual needs.

Fluency

- Encourage students to make sure that when they are reading aloud or silently that they use appropriate character voices to match the language.

After Reading

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

- Reread page 32 to students. Discuss their thoughts, possibly a time loop, a witch or a ghost?
- Can they think of any saying that would suit this book? e.g. "Always look at the bright side of life."
- Why do you think Miss Cardamon's changes were for the better?

Writing

- Students write a paragraph or two about the program they would have entered into the town-planning computer to make the city more enjoyable. They think about their language, using a lot of descriptive words to paint a clear picture of what the new additions would look like. They illustrate their ideas.
- Students think of another title they could use for this story. In their workbooks, they illustrate a cover that would suit the new title.

Home/School Link

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

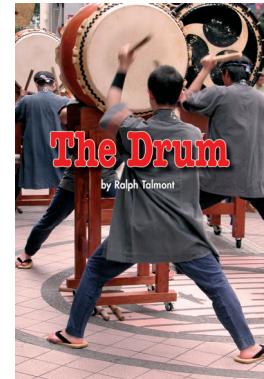
- Writing: Imagine you saw the ghost of your wild self. Write a paragraph to describe what it would look like.
- Thinking: Answer five comprehension questions about the text.
- Record: Students read and record part of the story by themselves and save it for you to listen to later.

The Drum

GOALS

Comprehension

Understand the use of the glossary
Summarise information
Use graphic elements to find and clarify meaning



Vocabulary

Explore a dictionary

Fluency

Read orally with variation of intonation, pausing at the appropriate punctuation

Read with a loud clear voice

Drums are among the oldest instruments. They take different forms and are used by different cultures for different reasons. Find out how they are made, how they are played and why people use them.

Writing

Explore pros and cons

Draw and design ideas

Label effectively

Word Study

– Using a dictionary: Revisit what a dictionary and glossary are used for. Explain to students that today they are going to explore the features, meanings and layout of a dictionary. Have them look up the word *rhythm* and find the definition of the word when used as a noun.

Explain that sometimes there is more than one definition available to read. Model the use of base words when looking up the word *ceremonial*, using *ceremony* to find it.

Before Reading

- *The Drum* is an informational text. Discuss what students already know about drums.
- On the contents page, ask: How is this book about drums divided into sections?
- On page 2, look at the title “Percussion Instruments”. These are played by hitting or shaking. Ask: What two letters would you expect to see in the word *membranophones*? Find the word and then turn to the glossary on page 31 to find the definition. Look at the other words in the glossary. Remember the glossary is there to help us understand words that are special to the book.
- On page 10, “How Drums Are Made” is a chapter looking at the many different drums and how they are made.
- On page 14, have students read the chapter title “Playing Drums”. Turn to page 18 and read the title “Learning to Drum”. Ask: What two letters would you expect to see at the beginning of the word *reciting*? Find the word and read it aloud. Turn to the glossary and read the definition for *recite*.
- Flick through the other chapters and explain to students that they will be reading about the many different uses of a drum and how important they are to people’s lives around the world.

Fluency

- An informational text needs to sound interesting and meaningful so pauses at the appropriate punctuation and intonation are important.
- Read the first paragraph on page 2. Have students listen to how you sound when you read. They turn to a partner and read the first paragraph to each other. Ask them to try to sound as fluent as you were, while pausing at appropriate punctuation.

Reading the Text

- Students reread page 2 to a partner, concentrating on their fluency and then continue to read silently. You listen to individuals as the others read at their own pace.
- Invite students to remember drums are amongst the oldest musical instruments in history.

After Reading

Invite students to discuss what they have learnt about drums. Prompt if needed.

- What role have drums played in music and people's lives throughout time?
- Explain the "talking drum" mentioned on page 26.
- Why do people use drums today?
- How has the author shown you information about drums? (Photos etc, students to show evidence.)

Writing

- Ask: After all you have learnt about the history and importance of drums, should learning the drums be compulsory for all students at school? Discuss this idea with students. Make a list of the pros and cons and at the bottom of the list write a few sentences to express a stand on this thought.
- Students design and draw a drum and label it accordingly. They try to think of a way to make it as modern as possible. Ask: What makes your drum stand out from the rest?

Home/School Link

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

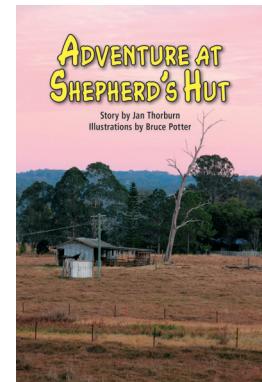
- Writing: Write a four-line poem with a strong rhythm that could be played on a drum.
- Thinking: Answer five comprehension questions about the text.
- Record: Students read and record part of the story by themselves and save it for you to listen to later.

Adventure at Shepherd's Hut

GOALS

Comprehension

Make inferences from illustrations and text
Analyse characters
Identify the main idea
Draw conclusions



Vocabulary

Proofreading and editing

Fluency

Model fluency adjusting volume and expression to suit the questions
Vary pace of reading to build suspense

Writing

Rewrite the ending
Analyse a character's feelings
Creative writing

Melinda is excited to be going on a pony trek with her friend Suzy. They'll even be staying overnight at Shepherd's Hut. But the girls are in for much more of an adventure than they could ever have imagined.

Word Study

– Proofreading and editing: Tell students that when they complete written tasks, they need to proofread their work. This means looking for spelling mistakes and correcting them. Then ask another student to proofread and edit the work before showing the teacher.

Before Reading

- Students look at the cover of *Adventure at Shepherd's Hut* and tell initial thoughts about the book? They read the blurb. Ask: Has this changed your initial thoughts?
- On page 9, look for the word *independence*. Ask: What four letters would you expect *independence* to finish with? Find it and clap the syllables. In the illustration, Melinda is talking to her mother. She has an email from her pen pal Suzy asking her to go on a horse trek. Melinda's mum agrees to let her go.
- On page 11, read about the horse trek up to the hut. Ask: How do you think the two girls will be feeling about their horse trek?
- Look at the illustration on page 17. Ask: How do the girls look? (relaxed, happy, confident)
- On page 21, read the text and have students note your fluency, pauses and expression to build suspense. Discuss how you vary your voice to ask questions and for dialogue. Tell them that this is how you would like them to sound when they read to you later. Discuss their thoughts about what is happening now.
- On page 26, Suzy and Melinda have a plan to go to Suzy's secret hideout and escape from the two criminals who have taken over the hut. How do you think the girls would be feeling?
- Look at the illustration on pages 32–33. Ask: Does it look like the escape plan worked? One of the men Tony has broken his leg trying to grab Melinda. The other man decides he'll take one of the horses and escape. Suzy had run off to her secret hideout. She is too scared to move.

- On page 38, ask: What do you think Melinda is going to do? She needs to get help. She is alone with Tony who has a broken leg. Suzy is hiding. Melinda sets off to ride to the farmhouse.
- What do you think the ending of the story will be? (Make predictions.)

Reading the Text

- Students read the text silently while you listen to individuals read aloud. Ask them to think about how brave Melinda is and if their adventures were what the girls were expecting.

Fluency

- Remind students of your model reading on page 21 where you adjusted your voice for questions and dialogue.
- Encourage students to listen to themselves read and focus on fluency. While they are reading, invite them to listen to themselves read to make sure it makes sense and if it doesn't, reread and self correct so it does make sense and read on.

After Reading

Invite students to share their thoughts about *Adventure at Shepherd's Hut*. Prompt if needed.

- Was your prediction of what would happen at the end correct? What was different/same?
- Do you think Melinda and Suzy were brave?
- How do you think Melinda's family felt about her adventure?
- The author wrote this story full of suspense and kept you engaged as a reader. How do you think she did this? (Provide evidence from the text.)
- Why do you think the author ended the story in this way?

Writing

- Discuss how the last chapter was titled “One More Surprise”. Melinda receives a phone call from Tony’s grandpa, apologising for his grandson and offering a horse and a trail bike for Melinda to use anytime. Ask: Were you surprised by this ending? Would you have written a different ending? Students discuss with a partner a different ending to the book, sharing ideas and expanding them. Then they rewrite the last chapter. They mustn’t forget to give it a title and to make sure it fits the rest of the story.
- Have students imagine that they are Melinda. They think about how she felt in different stages throughout the story. They write what she would have said to the TV camera. They put her experience into words. Remind them to proofread and edit their own work and ask another group member to check it. They check for spelling and punctuation errors and if they can elaborate their thoughts.

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 radio announcement about the escape of Hunter and Tats from prison. Give your listeners a good description of what the escaped prisoners were wearing and what they looked like.
- 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.

Ancient Man of the Ice

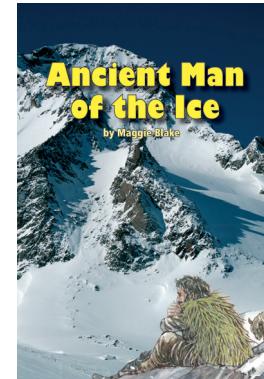
GOALS

Comprehension

Find meaning from content

Identify the author's purpose

Use graphic elements to find and clarify meaning



Vocabulary

Understand homophones

Fluency

Model fluency adjusting pace, volume

Take a short breath at punctuation

In 1991, the frozen body of man was found in the Ötztal Alps in Austria. Close examination revealed secrets that were hidden for 5,000 years.

Writing

Dictation, listen to sounds that words make and attempt to spell correctly

Research facts

Word Study

– Homophones: These are words that sound the same but are spelt differently and have a different meaning.

eye/I; hair/hare; hole/whole

Say them in a sentence as you write them on the whiteboard so students understand the meaning of each homophone. Ask them if they can add to the list. Have students write them in their workbooks. (Other examples, know/no; meat/meet; morning/mourning; one/won.)

Before Reading

- Look at the cover of *Ancient Man of Ice*. Read the blurb and discuss students' thoughts.
- On page 3, German hikers discovered a well-preserved mummified body. At first sight it looked like a doll. The body was of a man from the Copper Age – a period in time when people learnt how to melt chunks of raw copper.
- On page 4, rescuers didn't take great care when recovering the body and caused damage as they hadn't at first realised the importance of their discovery.
- The map on page 5 shows where items of clothing, weapons, tools and hair were later discovered. The man was named Ötzi the Iceman, after the Alps where he was found.
- On page 9, the illustration shows a picture of Ötzi. He was so well preserved that scientists were able to get a good idea of what he would have looked like.
- Find the word *fungus* on page 12. Say it as you run your finger under it. Talk about prior knowledge of what a fungus is. Explain a fungus is a mushroom, toadstool or mould and that ancient people carried them and used them as medicine. Ötzi also carried a collection of tools, clothing and weapons with him.
- On pages 16–17, the illustration shows how and why scientists named stages in very early human history according to the tools they found.

- On page 18, there is a description of life in the Copper Age and how the people lived in small villages surrounded by wooden fences for protection.
- Look at the illustrations on pages 20-21. The illustrations show the common duties believed to have been carried out by Copper Age people.
- Go to page 24. Find the word *artefacts*. These are objects made by human beings, typically of a cultural or historical interest.
- On pages 28–29, there are questions and answers about why Ötzi's body was so well preserved and then discovered in 1991.

Reading the Text

- Students turn back to the beginning of the book and as they read, they should think what how difficult it would have been to live in the Copper Age.
- Invite students to read the text silently while you listen to students one by one, encouraging expression and fluency.

Fluency

- Ask students to remember to read with fluency and take note of punctuation as they read. Model this by reading the first paragraph on page 28.

After Reading

Talk about the book. Prompt if needed.

- Rescuers were rough with Ötzi at first until they worked out who he was. How could this be prevented in the future, if another discovery is made?
- Why was the discovery of Ötzi so important to scientists?
- The tools and objects Ötzi carried with him were minimal. Why do you think this was so?
- How did the author share the information with the readers? (show examples)

Writing

- Students look for more information on Ötzi on the internet or in books to see if they can find any different information from that which the author has shared in this book. Create a class list of facts about Ötzi the Iceman to be added to at any time.
- Dictate the following sentences to students. (page 8 and page 28)

Frozen beneath the ice, the Iceman and all of his belongings remained intact, enabling scientists to put together a complete picture of the man. The Iceman's body is the oldest ever discovered in a glacier. Reread slowly so students can listen and edit their own writing.

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: Use information in the book to write simple instructions on how to make a copper axe head.
- 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.

Shipwrecks and Castaways

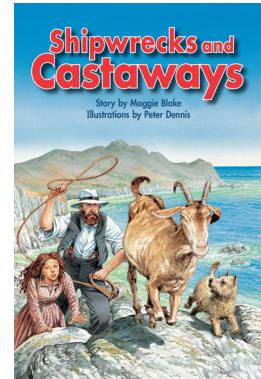
GOALS

Comprehension

Predict outcomes and interpret the text

Identify the main idea

Summarise information



Vocabulary

Explore letter blends

Fluency

Model fluency adjusting pace, volume and expression to convey suspense

Writing

Understand cause and effect in stories

Narrative writing

These are the true stories of people lost at sea or marooned on isolated islands. They include the stories of the real Robinson Crusoe, the mutiny on the Bounty and the Bell family who chose to live as castaways.

Word Study

– Consonant blends: Write these words from the text on the board. They have two or three letter blends at the beginning of the word. As you write them say the words and then ask students what they notice about the words, before you tell them.

dwelling strange stricken sprouting splashed

Break the words up into syllables and talk about each part of the word and the sounds we hear that help us to write and read them.

Before Reading*

- Asks students what information can we tell about this book from the illustration and title on the cover? They will be reading true stories about people who have been lost at sea or marooned on isolated islands.
- Look at the contents page. Ask: Do you know about any of these stories? Discuss prior knowledge.
- On page 2, read the chapter heading “The Real Robinson Crusoe”. This is a story from 1704 about a man called Alexander Selkirk. He was abandoned and lived a life of solitude on a deserted island called Mas a Tierra. His story was later adapted by the writer Daniel Defoe when he wrote his famous book *Robinson Crusoe*.
- On page 11, find the word *mutineers* (people who rebel) This is the true story of the mutineers on the ship the *Bounty* and how their descendants went to live on Pitcairn Island. Their mutiny was due to the cantankerous (bad-tempered) Captain William Bligh.
- On page 16, look for the word *hallucinations*. Find it and say it. (seeing something not present) The “Whale Attack” story tells of the survivors and how they began to hallucinate and become ill. Not many of them survived.
- “Abandoned on Raoul Island” on page 18 is the story of the Bell Family who settled on Raoul Island and their struggles, achievements and heartaches.

- On page 26, “Blonde Boy Chief of Tonga” is the story of survival when a young boy called Will Mariner was adopted as a Tongan chief and lived as one for four years. There is a sad ending.
- On page 31, find the word *dilapidated* (in a state of despair or ruin) and the word *malnutrition* (lack of proper nutrition from food) on page 32. This is the story of four Russian sailors and their six-year survival in the Arctic Circle.
- On page 34, ask: What does the chapter heading “Left to Die in the Falklands” suggest the story might be about? When we discuss the text after we have read, we will see if your predictions are correct.
- On page 40, find the word *treacherous* (unpredictable danger). The ship became shipwrecked on a treacherous slab of coral. The story is about the castaways (a person who has been shipwrecked and stranded on an isolated place) who survive three months on a coral reef.

Reading the Text

- Read page 40 to students to model how to adjust pace, volume and expression to convey suspense.
- Students turn back to the beginning of the book and read silently while you listen to individuals practise their fluency. While they are reading, they need to think about how brave and strong-willed the castaways were to survive such treacherous times.

Fluency

- Remind students to adjust their pace, volume and expression to suit the reading situation.

After Reading

Invite students to discuss the amazing stories of the castaways in this book. Prompt if needed.

- How do you think the castaways felt in their worst moments? Retell some of the situations.
- Do you think you could have survived such hard times?
- Often when the castaways were rescued, they were taken advantage of by their rescuers. Why do you think this happened?

Writing

– Thinking about all the stories, students recount some of the causes and effects. They make two columns in workbooks and write about what happened (effects) and why (cause).

Cause	Effect
A whale attack on a ship	Men stranded at sea, became ill and a few died
The Bell family abandoned on Raoul	They struggled but built a life for themselves
– Students write their own story, either a mixture of all the stories or based on one and adapt it like Daniel Defoe did when he wrote <i>Robinson Crusoe</i> based on Alexander Selkirk’s adventures.	

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 a newspaper story about each of the stories in this book.
- 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.

Dangerous Jobs

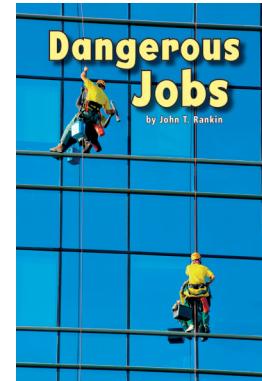
GOALS

Comprehension

Find meaning from content

Understand the topic

Use graphic elements to find and clarify information



Vocabulary

Understand suffix -al

Fluency

Listen to themselves read and self correct

Adjust the pace and tone of reading to suit text features and graphic elements

Writing

Summarise and rank information

Research on the internet

Prepare a one-minute talk

Dangerous jobs involve people taking risks to save the lives of others, or where people work in places where accidents are more likely, or where the results of accidents can be more deadly. Find out about some of those jobs, the people who do them and how they keep safe.

Word Study

- Suffix -al: Find the word *disposal* in the table of contents. Explain to students that adding the suffix -al to the verb (dispose) makes a noun. On page 3, find the adjective *criminal*. Ask: What do you think the base word is for criminal? (the noun crime)
- Brainstorm more words ending in -al and discuss the base words. (accidental, botanical, comical)

Before Reading*

- Have students tell what dangerous jobs people do. Look at the contents page. There are many of the different dangerous jobs that the author has chosen to write about.
- On page 2, the author has used photographs to support the text and give the reader a clearer understanding of the job he is describing.
- Have students tell what they will do if they find an unknown word in the text. Ask: What are some of the strategies that you can use to solve an unknown word? List them together on the whiteboard. (syllables, read on, does it sound right, dictionary, illustrations) Discuss how important it is to always solve the word before reading on.
- Demonstrate adjusting pace and tone by reading pages 10–11. Once you have demonstrated this, ask them to turn to another group member and mimic your reading to them, taking it in turns. Remind them this is what you are looking for in their reading.
- Have students scan the text and look at the photographs and chapter headings so they can gain a deeper understanding before they start reading about the dangerous jobs in the text.
- Have students scan the text for graphic elements and text features, such as captions, labels, lists and fact boxes. Discuss how these are read and how that differs from reading a fictional story.

Reading the Text

- Students read the text silently, while you listen to individuals read aloud, attending to their individual needs. Ask them to think about how brave these people are to do these jobs daily.

Fluency

- Remind students to remember to listen to themselves read and self correct if what they are reading doesn't make sense.

After Reading

Invite students to discuss their understanding of *Dangerous Jobs*. Prompt if needed.

- After reading this text which do you believe is the most dangerous job?
- Would you ever consider doing one of these jobs? If so, which one and why?
- Which job do you think was the most interesting?
- Do you think the author gave you a deeper understanding of these jobs?

Writing

- Students list their top five jobs, in order from most dangerous to least dangerous after reading this text. They write a brief description about why these are the most dangerous. Then they write about the one job they personally would never do and why.
- Students further research on the internet one of these jobs, including some current statistics and information about the chosen job. They find facts that they didn't read about giving the class a deeper understanding of this job. They print the information and share it with the class in a one-minute presentation.

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: Imagine you are doing a dangerous job. Explain what the job is, the things you would wear and how you would keep safe.
- 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 Great Fire

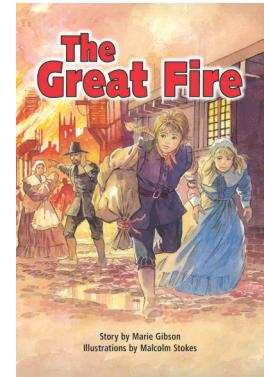
GOALS

Comprehension

Analyse characters

Identify the main idea

Predict and interpret the text



Vocabulary

Identify and understand 's possession

Fluency

Read with appropriate intonation

Use expression and character voices when reading dialogue

Writing

Research facts on the internet

Complete a fact file

Write a story plan

It is London in 1666 and Meg's life is being turned upside down by the plague when an even more threatening disaster strikes. Separated from her parents and responsible for her little sister, Meg struggles to survive.

Word Study

– Apostrophe after s: Show students a sentence from the text. (page 9) *Thomas's mother had taught him and his brother Robert when they were young.* The 's shows possession. So the mother in this sentence belongs to Thomas. Thomas's is said like *Thomases* with an 's. If the final s isn't pronounced, then it is s' (Billings' house).

Introducing Text

- Students look at the cover of *The Great Fire* and tell what information they can see about the book.
- On page 2, it's August 31, 1666, in London and the Great Plague has killed hundreds of people. Meg Hayward is sitting up in her bed listening to the ringing of bells as the men with the cart walk through the town, yelling out to the people "Bring out your dead!" Her little sister Lottie is asleep. Ask: What do you know about the Great Plague? (Major epidemic of the bubonic plague where 100,000 people died – a quarter of London's population.)
- On page 11, Meg's father becomes ill and they suspect the plague. Ask: In the illustration on page 13, how do you think Meg's mother Margaret is feeling? She is handing Meg a bag of all their money. The people seal up the house until people with the plague die so Meg's mother wants Meg to take Lottie to their uncle's farm. He will look after them if the worst happens.
- First Meg has to work at her father's job at the bakery where he is responsible for the ovens and accounts. She dresses as a boy to fool people so they don't question where her father is.
- On page 21, find the word *quill*. Look at the illustration. Meg is holding a quill. Ask: What is a quill? The boy is Samuel Hobbs. He is her friend and has offered to take Meg to her uncle's farm tomorrow. How does Meg look?
- On pages 24-25, look at the illustration and have students tell what has happened?

- Read the last paragraph on page 25 to demonstrate reading in a character voice.
- On pages 28-29, ask: What has happened to the fire? Turn the page to see in the illustration that Meg and Lottie have made it safely to the boats. The waterman set sail but only at a cost to the people trying to escape the roaring fire. What do you think will come of Lottie and Meg? Will they ever see their parents again? What about Samuel Hobbs? (Discuss students' predictions.)
- If this book is read over two sessions, read pages 1-27 and 28-48 the next session. If you do this, students can write a paragraph or two about their predictions of the ending of the text.

Reading the Text

- Invite students to read the text silently while you listen to individuals to help meet their individual needs. While they are reading ask them to think about how Meg felt throughout the story and how she handled herself as a big sister and daughter.

Fluency

- While students are reading the story silently, listen to individuals read. When reading remind them that the author used descriptive language to note how a character spoke. They make sure when they are reading aloud and silently that they use appropriate character voices.

After Reading

Encourage students to discuss what they read. Did their prediction match what happened? Prompt if needed.

- Do you think you could have been as brave as Meg?
- How do you think Meg could have handled any situation differently?
- What kind of person do you think Samuel Hobbs was?
- Did the ending surprise you?
- Did you always believe Meg's mother and father would be safe?
- The Great Plague was a brutal and unforgiving period where people didn't understand the reasons behind the deaths. How do you think you would have handled this disaster?

Writing

- Have students research the Great Plague and write down ten facts about that period. They write a paragraph about how they would have felt during this time in London. How do you think you would have handled yourself?
- They write a plan for this story with a few sentences in each section. Title: The Great Fire, Beginning: Middle: End:

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: Imagine you are a doctor in London in 1666. Write some advice to your patients on how to avoid the plague.
- 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 Horse

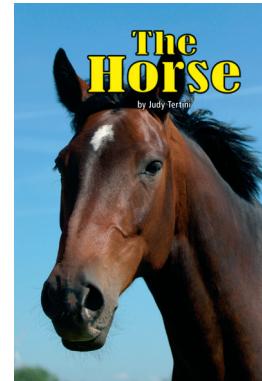
GOALS

Comprehension

Use graphic elements to clarify meaning

Find meaning from content

Identify the main idea



Vocabulary

Understand the use of prepositions

Fluency

Adjust pace and intonation to suit the text and graphic elements

Project voice for emphasis of important facts

Horses come in many shapes and sizes. They have played an important role in human society for thousands of years. Find out what makes these amazing animals special.

Writing

Dictation, listen to sounds and break up unknown words into syllables

Summarise information

Word Study

- Prepositions: These are words that usually tell you time or place. These include words such as in, on, under. Read the first paragraph on page 2 and have students listen for the word on. It is used four times. Ask: What two things does on relate to each time? Write answers on the board.
- Look for and discuss other prepositions in the story and add them to the chart.

Before Reading

- Read the blurb to students. Ask: What do you already know about what makes horses special?
- Look at the contents page to see how the author has organised the text. Ask: What do you notice?
- On pages 2 and 3, look at the evolution of the horse. The first horse the *Eohippus*, which was the size of a small dog and had toes instead of hoofs on each foot.
- On pages 4 and 5, notice how the author has included supportive illustrations and photographs, allowing us to get a quick idea about what we are going to read. Remind students to always look at them and make sure they read the information under them. The subheading also helps to gain an understanding.
- Have students scan the pages of the rest of the book looking at the subheadings, illustrations and photographs. When they have finished, they can turn back to the beginning. They will have a clearer idea about what they are about to read.

Reading the Text

- Read page 4 to students as a model of fluency of an informational text.
- Invite students to read the text silently to themselves. While they are reading, ask them to think about how the author structured the book and how it helped them as a reader.

Fluency

- Check for fluency and understanding as students read aloud to you individually while others read silently. Have students mirror your model of varied pace and intonation. Remind them to project their voices to match the text.

After Reading

Invite students to discuss what they have learnt about horses. Prompt if needed.

Did the way the author organised the text help you as a reader? (Discuss thoughts and provide evidence from the text.)

- What were the key understandings of the book?
- The way people use horses has changed throughout the years. Discuss thoughts on some of the changes. Do you agree or disagree with all of them? Why?
- What did you learn about horses?
- What makes horses amazing?

Writing

- Dictate the following sentences:

Over the years, horses have been used as transportation, as workhorses and in wars. Today, however, horses are mainly used for enjoyment in sports and as pets. Horses come in different sizes and colours. They can have different faces and leg marking. All these help us identify and describe a horse.

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

- Students use the information that they read in *The Horse*. They produce a mini poster about one of the sections in the text. They make sure their poster has a heading, a subheading and illustrations to support the text. They can use the internet for photographs and more information, too.

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 an email to someone who doesn't know what a horse is telling them all you know.
- 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 Tutankhamen

GOALS

Comprehension

Analyse characters
Make inferences
Predict outcomes

Vocabulary

Understand why syllables are important

Fluency

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

Writing

Creative writing
Research

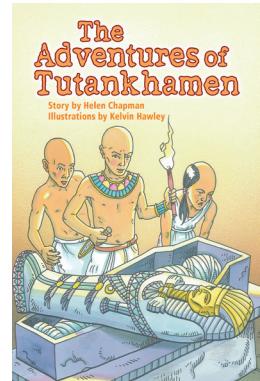
Word Study

– Syllables: Write these words on the whiteboard. *Tutankhamen, hieroglyphics, poisonous, civilisation* Model how to break up the words into syllables on the board. Discuss why breaking up words into syllables helps us to read and spell words.

Tut/an/kha/men, hier/o/glyph/ics, poi/son/ous, ci/vil/is/a/tion

Before Reading

- This story is about Tutankhamen. Ask: What do you know about Tutankhamen? Read the last page of the book to students so they can understand the boy who was a pharaoh and ruled Ancient Egypt 5,000 years ago.
- On page 2, Tutankhamen is introduced. He is nine-years-old and about to be crowned pharaoh, king of Egypt. But he wishes he didn't have to go to school like the other children. He wants to be normal.
- On page 4, find the word *hieroglyphics*. Ask: What two letters would you expect *hieroglyphics* to begin with? (Egyptian writing is called hieroglyphics. They are symbols. not letters as we understand them.) It is a typical day at school for Tutankhamen and his classmates. Mut is a student who wants to get Tutankhamen into trouble. He isn't a friend but he wants Tutankhamen to think he is.
- On page 9, Nahkt is putting his best linen on to go to the feast at the palace. He is a friend of Tutankhamen and has been invited by him.
- Look at the illustration on page 14. Mut isn't happy but he thinks up a cunning plan to get rid of Tutankhamen. He plans a hunting trip to put Tutankhamen in danger.
- On page 19, find the word *coronation*. Clap and say the syllables with students. Coronation is a crowning ceremony for the pharaoh. They need to make Tutankhamen appear old enough to be a pharaoh so he is to marry a royal princess before his coronation.



Tutankhamen is about to become the most powerful person in Egypt, but he still has to deal with bullying. To teach a bully a lesson he goes on a dangerous adventure where he learns something about himself.

- On page 21, Tutankhamen is addressing the crowd about how he will prove he is worthy to be a pharaoh. Mut yells out he will rid the marshes of hippo. They are very dangerous. Tutankhamen doesn't want to look like a coward so he goes along with it. Ask: How does Mut look? (smug and happy as his plan is working)
- On page 28, Tutankhamen is successful. The children have a bit of trouble with the crocodiles and moor their boat on the banks of the Nile. They notice Mut's boat is there, too. Tutankhamen wants to know what he is up to. Only tomb robbers and dead pharaohs enter this area. It is filled with pyramids and tombs of dead pharaohs who are buried with their treasures. Mut wasn't a dead pharaoh. Ask: What do you predict will happen in the rest of the story?

Reading the Text

- Turn back to the beginning of the book and remind students while they are reading to remember that this story is about a nine-year-old. Try to imagine how he must have felt.
- Invite students to read the text silently while you listen to individuals read. Encourage them to use expression and character voices when reading dialogue. Read page 25 to model this.

Fluency

- Remind students to make sure when reading aloud that they use an appropriate rate and volume. They listen to themselves read and if it doesn't make sense reread and self correct.

After Reading

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

- How was the ending of the story different to your prediction? What was the same?
- Do you think Mut deserved what happened to him? Why?
- How do you think Tutankhamen felt as a boy about to become pharaoh and rule Ancient Egypt? Provide evidence from the text.
- How do you think he felt when he discovered Mut was raiding the tombs? How did he feel at the end of the story?
- Do you think Tutankhamen would have made a good pharaoh? Why?

Writing

- Have students research the life of Tutankhamen as a pharaoh and write a few paragraphs about what kind of ruler he was. He was such a young boy there would have been strong advisors to help him.
- Students write a paragraph about how they think they would have felt if they were a nine-year-old boy about to be crowned pharaoh. Think about the huge responsibility. Would they have been able to handle such a role?

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: Imagine you were Tutankhamen. Write 50 words in your diary about what happened to you 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.

Who Stole the Tiger's Eye?

GOALS

Comprehension

Identify the author's purpose
 Analyse characters
 Identify the main idea
 Predict outcomes

Vocabulary

Understand question words (interrogatives)

Fluency

Read with appropriate intonation
 Use expression to create mystery and suspension

Writing

Code writing
 Reflective writing

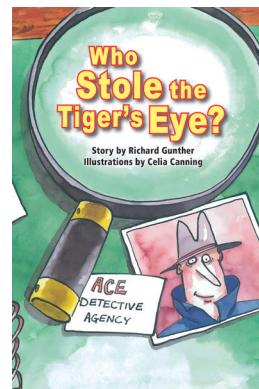
*Notepad and pen required by all students
 Can be read over two days/guided reading sessions.

Word Study

- Question words: The title is a question. Look in the text for words that start questions. List these on the board. They mainly start with /wh/ and are often called WH words. e.g. who, what, when, where, why, which, how. Discuss and model how we read questions and what we do with our voice before the question mark.
- Read a question in the text and have students find the answer (page 9: What do you see? Make up an answer to the question.)

Before Reading

- *Who Stole the Tiger's Eye?* is a crime solving book with two cases. Read the blurb to students.
Case 1: Who Stole the Tiger's Eye? pages 3–19.
 - On page 2, read the text so students know what is expected of them throughout this book.
 - On page 3, Mrs Penelope Prigg is very wealthy. She owns a diamond called the “Tiger’s Eye”. While students read the story, they will be asked to take notes on who they think stole the diamond. Remind them to pay attention to the illustrations and text, particularly the text in bold print, for clues to the mystery.
 - On page 9, find the word *elimination*. Ask: What four letters would you expect to find at the end of *elimination*? Clap and sound out syllables. Gradually, by elimination, you will get a short list of suspects.
 - On page 11, there is a piece of paper with a code. Students will need to solve this and write it in their detective notepad.
 - On page 15, look for the word *observation*. Have students tell what two letters they would expect *observation* to begin with. Clap and say the syllables. As a trained detective with great powers of observation, this will be no trouble.
- Case 2: Find the Professor, pages 20–44.*



This book contains two cases for a detective. That's you! See if you can spot the clues and use your powers of deduction to find out who stole the jewels and who kidnapped the professor.

- Read page 20 to students. Tell them that this is what you want them to sound like when they read to you. We are looking for the missing professor.
- On page 22, students will have to solve the letter sent in by the professor.
- On page 27, there is a list of elements. Students work out who they are looking for from the clue on page 26.
- On page 29, look for the word *evidence*. Ask: What two letters would you expect to find at the beginning of *evidence*? Clap and say the syllables.
- Scan the pages to look at the evidence to solve the mystery of the missing professor. Stop at page 37. There is a signpost with a note pinned on it. Read the note and have students notice the suspense in your voice to add mystery and excitement.
- On page 38, look for the word *permitted*. Clap and say the syllables.

Reading the Text

- Students go to the beginning of a case with their pencil, notebook and detective sense ready. They have many clues to solve. Remind them to take notes on their detective pad as they read.

Fluency

- Listen to individuals, addressing their needs as the others read on at their own pace.

After Reading

Prompt students to show their understanding of the cases in the book.

Case 1:

- Did you find out who stole the diamond? Discuss with evidence from the text.
- Were the clues difficult or easy?
- Did you miss any clues? What did you learn from your mistakes that will help with “Case 2: Find the Professor”?

Case 2:

- Did you solve the clues successfully?
- Were they hard or easy?
- Did you solve the mystery? Where was the professor?

Writing

- Using the code on page 22, students write a message from the professor after you saved him from Berke. Ask a friend to decode the message.
- Students write a few paragraphs about themselves as a detective. Ask: Did you see all the clues? Did you need to use the clue notes at the back of the book? Did you learn more about becoming a detective? What did you enjoy or not enjoy? How did you go solving both crimes?

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: Invent a code using numbers instead of letters. Use it to write a clue to tell the reader where you are right now.
- 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.