

# The Three Wishes

## GOALS

### Comprehension

Use the text and illustrations to predict the outcome of the narrative  
Communicate changes in ideas after reading the text

### Vocabulary

Write words with the short /u/ vowel sound

### Fluency

Read orally with phrasing  
Use character voices and expression when reading dialogue

### Writing

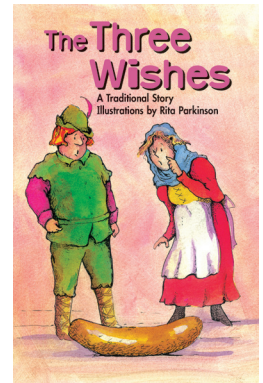
Analyse the characters  
Provide evidence  
Explore imagination and write a creative piece of text

### Word Study

– The short /u/ vowel sound: Write the following words from *The Three Wishes* on a whiteboard.  
*just, cut, hungry, woodcutter, stuck, hugged, funniest*  
Ask students what they notice about the /u/ sound in the words. Have them write words with the short /u/ vowel sound.

### Before Reading

- *The Three Wishes* is a traditional story. Ask students to look at the cover and tell what they think this story will be about.
- On page 4, the woodcutter goes to the forest to collect wood. He sees a small thorn bush and thinks that would start a good fire. But a small voice calls out “Please don’t cut down my thorn bush”. The woodcutter agrees not to cut it down.
- On page 9, the little man is grateful and grants the woodcutter and his wife three wishes.
- Read page 11 to students. Use a character voice and pause at the punctuation. Ask: What do you think will happen next? Turn the page and look at the illustration. Were you correct?
- The woodcutter explains it all to his wife and she becomes angry. Look at page 15. She is so angry because he wasted the wish. She wishes the stupid sausage was stuck to his nose.
- Look at the illustration on page 18. The sausage won’t move. It is stuck to his nose as his wife had wished. They have to make a choice since they have wasted two wishes on the sausage. Either a wish for gold to be rich or a wish that the sausage drops off his nose. Ask: What would you wish for? What final wish do you think they will make? How will their lives be now?
- Turn to the beginning to read and find out what they decide to wish for.



A grateful man grants a kind woodcutter and his wife three wishes. Will they use the wishes wisely and what happens if they don't?

**Reading the Text**

- Students read the text silently, while you listen to individuals read aloud. While they are reading, they need to ask, does money make you rich?

**Fluency**

- While listening to students read one on one, prompt them and help them break up and solve unknown words, self correct and focus on fluency. Use character voices, phrasing and expression when reading dialogue following the model you provided earlier.

**After Reading**

Invite students to discuss the narrative. Prompt if needed.

- The woodcutter decided to wish away the sausage from the end of his nose. Did this final wish make him happy?
- Why were the woodcutter and his wife so happy even though they had wasted their wish?
- What do you think the author’s main message to readers was?

**Writing**

– Students analyse the characters in *The Three Wishes*. They can present the information in a table format or as a paragraph about each character – the woodcutter, the woodcutter’s wife and the little man. Students give details about how the author portrayed the characters. They include quotes from the story to provide evidence to support their opinion of the characters.

woodcutter	he was kind and thoughtful	illustration on page 7, when he didn’t cut down the thorn tree, his face was smiling
	he had a good sense of humour	“Three magic wishes and all we got out of it was a great big sausage,” laughed the woodcutter. (page 23)

– What three wishes would you have chosen if you were the woodcutter? How would they change your life for the better? Would you be happier? Students write a paragraph, detailing their wishes and the changes they would have.

**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 what you would have wished for if the tiny man had give you three wishes.
- 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 Snow Daughter

## GOALS

### Comprehension

Predict outcomes and interpret the text

Make inferences

Summarise information

Draw conclusions

### Vocabulary

Words within words

### Fluency

Model fluency adjusting pace, volume

Use expression and character voices when reading dialogue

### Writing

Interactive writing

Character analysis

### Word Study

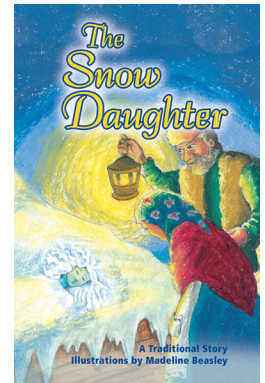
– Words within words: Write these words from the text on the whiteboard. Ask students to identify the words within the words that help to read them.

*mountain, children, cottage, painted, reached, running, deepest, magical*

Explain that when we come to an unknown word we can look for a smaller word within to help decode the word.

### Before Reading

- *The Snow Daughter* is a traditional tale. Often traditional tales have a message to learn from.
- On page 5, ask: What do you think is happening in the illustration? The main characters Lars and Jenny have no children and they are lonely. Lars is making a snow baby that is so beautiful Lars kisses it on the forehead.
- On page 7, ask: What three letters would you expect to see at the end of the word *daughter*? Find the word *daughter*. Clap and break up into syllables. (daugh/ter). Run your finger under it and say it. The couple couldn't believe their eyes that they had a snow daughter of their own.
- On page 10, she is no ordinary girl because she needs to stay away from the heat and be wrapped in snow to sleep. The children of the valley hear about her and love to come and play with her.
- On page 12, spring comes and the children want to go to the slopes to see the beautiful spring flowers. The snow daughter's parents are worried. Ask: Why do you think they are worried?



The loneliness of Jenny and Lars ends when a baby made of snow becomes their daughter. But what will happen when the spring brings warmth to the air, and children from the valley come wanting to play?

### **Reading the Text**

- Students read from the beginning of the story. Encourage them when reading to think about how precious the daughter's love is to her mother and father.
- Invite students to read the text silently while you listen to individuals one by one and encourage expression and character voices.

### **Fluency**

- Read pages 22–23 to students, using expression and character voices. When you listen to students read, prompt them to copy this sense of characterisation.

### **After Reading**

Invite the students to discuss the text. Prompt if needed.

- Were your thoughts about the snow daughter correct? What was different?
- What did you think of the ending?
- What was the lesson you learnt from the story? (be grateful for family love, cherish every day with your family)
- Look at the illustration on page 22. Talk about how both women are feeling and explain why. (Jenny sad her daughter is leaving her side and the daughter happy knowing her mother's future happiness.)
- How do you think Jenny and Lars feel at the end of the story? Explain your thoughts.

### **Writing**

– Have students construct a paragraph or two recounting what happened in *The Snow Daughter*. They use the question words to help them plan the paragraphs. (when, where, why, who, what) Remind them to sound out words and listen to the sounds they hear to help spell words correctly. Once they have constructed a paragraph or two, they can write them in their workbooks and illustrate.

– Together do a character web about the snow daughter. Write the character's name in the middle circle and construct the web describing her character and traits. In each circle include evidence from the book to support the description of the snow daughter.

### **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 a TV news reporter when Lars made the snow daughter. Write down the words you would say to your viewers and practise saying them. Then video your script.
- **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 Mud Pony

## GOALS

### Comprehension

Predict outcomes and interpret the text  
Make inferences  
Summarise information  
Draw conclusions

### Vocabulary

Understand synonyms

### Fluency

Model phrasing  
Self-correct when reading

### Writing

Reflective writing  
Create a book blurb – summarise reading

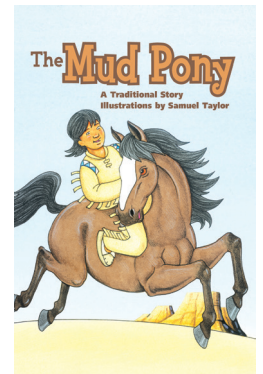
### Word Study

– Synonyms: These are words with the same or nearly the same meaning. e.g. happy and joyful are synonyms.  
– Write these words on the board and mix them up asking students to draw a line to match the synonyms. A dictionary or thesaurus may help.

<i>tribe</i>	<i>leave</i>
<i>move</i>	<i>chief</i>
<i>leader</i>	<i>family</i>

### Before Reading

- Look at the cover of the traditional tale *The Mud Pony*. Ask: What are your thoughts about this story from the cover?
- On page 4, everyone in Running Deer's tribe has a horse, except him. His family is too poor. Ask: In the illustration, what is Running Deer doing? What is he making out of sticks?
- Find the word *corral* on page 4. Ask: What two letters do you expect *corral* to begin with? Running Deer is making a corral for his horse out of sticks.
- On page 8, Running Deer's family leaves for another hunting ground without him. Look at the illustration on page 9 and discuss. (He is dreaming that a horse sent by Mother Earth will look after him.)
- On page 10, Running Deer wakes to find a real horse. Ask: Do you think Mother Earth sent his Mud Pony?
- On pages 12–13, Running Deer rides the horse to his family but is warned to cover the horse in the rain so it doesn't return to Mother Earth.
- Look at the illustration on page 14. The chief is asking Running Deer for his pony. Ask: Does Running Deer look happy?



Unable to have a real pony, Running Deer makes one out of river mud. He looks after the mud pony without realising that one day the pony will repay him and change his life forever.

- On page 17, ask: Does the Chief look happy? What about Running Deer? The Chief doesn't want his Mud Pony anymore because it broke its leg. Running Deer looks after the Mud Pony and it becomes the fastest and best hunter of all the horses.
- Look at the illustration on page 21. Ask: What do you think is happening here? (The chief is dying and asks Running Deer to be chief as he is the bravest of all his men.)
- On page 22, one night Chief Running Deer forgets to cover the Mud Pony and he has a dream about him. Ask: What do you think will happen next?
- Have students listen to you read the last paragraph on page 22. They listen for phrasing. Ask one student to read and mirror your fluency.

### **Reading the Text**

- Students read from the beginning of the story. Encourage them to think about what the Mud Pony meant to Running Deer.
- Invite students to read the text silently at their own pace while you listen to individuals.

### **Fluency**

- When you listen to students read, prompt them for phrasing and encourage self correction. Remind them to listen to themselves read to see if it makes sense.

### **After Reading**

Invite students to discuss the text. Prompt if needed.

- Was your prediction about the ending correct or different?
- What did you think of the ending?
- How did the Mud Pony change Running Deer's life throughout the story?
- Why did the chief make Running Deer chief?
- How did the author use illustrations to support the text?
- What kind of person was Running Deer?

### **Writing**

- We all have something or someone dear to us that gives us strength to rise above the expectations put on us. Have students write about how someone has changed their life and made it better than before. They give details about what happened and how this made them feel and what they achieved.
- Have students write a blurb for the *The Mud Pony*. Give a short summary of what a reader could expect to be reading about. Remind students not to give the storyline away. They can give the story a rating out of 5 stars.

### **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 the illustrations in *The Mud Pony* to write a paragraph about where and how Running Deer's tribe lived.
- 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 Magic Porridge Pot

## GOALS

### Comprehension

- Make inferences from the illustrations
- Predict the main events throughout the story
- Identify the message in the story
- Analyse characters

### Vocabulary

Understand final consonant clusters

### Fluency

Vary the pace of reading to build suspense

### Writing

Interactive writing, listening to sounds and if a word looks right  
Compare characters

### Word Study

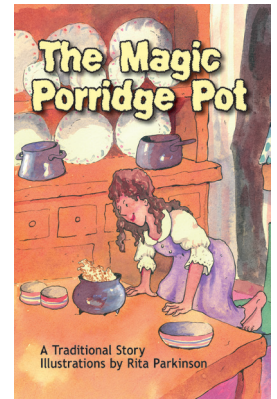
– Consonant Clusters: This is another name for letter blends. Discuss with students how we can hear the sounds of each letter in consonant clusters or letter blends. Make four columns on the whiteboard and write these words from the text.

-nt	-st	-rk	-rl
went	rest	dark	girl
want	vast	mark	swirl

– Discuss how knowing the sounds in final consonant clusters helps us to read and write words.

### Before Reading

- *The Magic Porridge Pot* is a traditional story. These often have a lesson for us to learn in them. Ask: I wonder what today's lesson will be. Do you have any thoughts?
- On page 4, the girl is upset and crying because she is hungry. Her family has no money for food.
- On page 6, ask: What two letters do you expect to find at the beginning of the word *porridge*? Find *porridge*, say it and clap the syllables. *por/idge* An old woman appears in a gust of wind holding a black pot and begins to sing a song about cooking sweet hot porridge.
- Look at the illustration on page 9. Ask: What is happening? She sings another song and the porridge stops cooking. What does it mean when something is filled to the brim?
- On page 12, the girl's family will never be hungry again because the girl sings the song daily.
- Look at the illustration on page 14. Ask: What do you think her naughty brother is doing?
- On page 18, discuss the illustration and what is happening. The small girl returns to the village and she has to wade through knee-deep, gluggy porridge to get to her house to sing the song to stop the black pot.
- Read pages 19–20, modelling how to vary pace to create suspense.
- Look at page 24, ask: Do the people in the village look unhappy?



The girl and her family never go hungry, thanks to the magic porridge pot. If the girl sings, the pot will keep making porridge. But her brother sings for porridge but forgets the song to make it stop – oh dear!

**Reading the Text**

- Ask students to turn back to the beginning. Tell them to think about what the lesson is the author is trying to teach you.
- Students read the text silently, while you listen to individuals read aloud.

**Fluency**

- Remind students that while they are reading they should vary their pace, focusing on building suspense and excitement.

**After Reading**

Invite students to discuss *The Magic Porridge Pot*. Prompt if needed.

- What happened in *The Magic Porridge Pot*?
- What do you think the author's message was? (Provide evidence from the text.)
- Have you ever wanted anything so badly that you let your greedy side take it? What were the consequences?
- What was the silver lining at the end of the story?

**Writing**

– After discussing the message and what happened in the story in detail, have students construct a few sentences about the story and the message using interactive writing. They look at how words sound and as they write them together on the whiteboard.

Comparing Two characters

– Students draw up two columns – one for the little girl and the other for the naughty brother. They compare their qualities – at least three or more if they can think of them. Discuss the differences in the characters and the role they played in the story.

<i>Sister</i>	<i>Brother</i>
kind	selfish
generous	greedy
controlled	impulsive

**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 have a magic barbeque. Write a song to make it cook your favourite food. Write another song to make it stop.
- 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.



# Baby's Breakfast

## GOALS

### Comprehension

Analyse characters  
Predict outcomes  
Identify the main idea

### Vocabulary

Understand the rules for adding -ing to verbs

### Fluency

Read orally with phrasing  
Use intonation to convey the author's message  
Self-correct while reading and sound out unknown words

### Writing

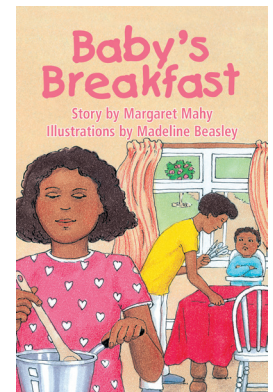
Create an alternative ending  
Research a recipe

### Word Study

– Adding -ing to verbs: Write a list of verbs (action words) from the text on a piece of paper or on the whiteboard. Have students sort them into groups. *looking, weeping, grizzling, growling, sitting* You may wish to add *baking* and *travelling* to help them. Ask students to group the words and discuss why they made the decisions they made. Have them construct rules for each group. (Give them a clue to look at the base word if they need help.)

### Before Reading

- Have students look at the cover of *Baby's Breakfast*. Ask: Does anyone look happy?
- On page 3, Mrs Moss's baby won't eat his porridge. She tries brown sugar and raisins to make it taste sweet but he still won't eat it. She says she won't make breakfast pancakes for everyone if he doesn't eat his porridge.
- Look at the illustration on page 5. Ask: Does Mr Moss look happy? What is he doing? (pruning in a frenzy) Does the blue chucka-chucka bird look happy about his pruning?
- On page 7, Mr Moss is upset there will be no breakfast pancakes. The chucka-chucka bird also begins to weep big blue tears.
- On page 13, the wallaringo begins to grizzle and growl. It wakes the greedy gadumper with its grizzling.
- On page 17, ask students if the news about Mrs Moss not cooking the breakfast pancakes seems to upset the greedy gadumper. (No, he looks delighted.) Ask: What do you think he plans to do?
- What do students notice is happening in the illustration on page 21? (The baby is eating the porridge now that the greedy gadumper wants it). Ask: What do you predict will happen next?
- On page 23, was your prediction correct?



When the baby won't eat his porridge, his mother won't make pancakes. This makes Mr Moss unhappy and that makes the creatures in the garden unhappy. So the greedy gadumper decides to eat the porridge!

### **Reading the Text**

- Students turn to the beginning to read the story. Have them think about how the baby's decision to not eat the porridge affected so many.
- Students read the text silently, while you listen to individuals read aloud.

### **Fluency**

- Students listen to you read the last sentence of the story. They hear pauses (phrasing) and excitement (intonation) in your voice. This is how they should read when they read to you.
- While listening to the students read one on one, prompt them and help them break up and solve unknown words, self correct and focus on fluency.

### **After Reading**

Invite students to discuss the narrative. Prompt if needed.

- What was the main message in the story?
- Has this ever happened to you if you made a decision not to do what you were asked and it affected others badly? How did this make you feel?
- Did the story have a clear beginning, middle and end?

### **Writing**

- On page 20 the baby ate the porridge only because the greedy gadumper wanted to eat it. Have students write an alternative ending to the story from the moment the greedy gadumper found out there was yummy porridge not being eaten by the baby. What do you think should have happened?
- Students research a pancake recipe and either write it out or print it to take home and make pancakes for their family. They take a photo to school to show classmates.

### **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: From the information in *Baby's Breakfast*, write a paragraph to describe a greedy gadumper for a Children's Encyclopedia of Animals.
- 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.

# Is it a Fish?

## GOALS

### Comprehension

Understand how headings are used in a non-fiction text  
 Notice and use patterns in words to help read  
 Use graphic illustrations  
 Understand the main concept

### Vocabulary

Understand the o-consonant-e letter pattern  
 Connect words by patterns

### Fluency

Read orally with fluency  
 Self monitor and self correct

### Writing

Listen to sounds inside words at dictation  
 Consider presentation of facts to make them interesting to the reader

### Word Study

– The o-consonant-e letter pattern: Write the words *bone*, *nose* and *hole* on the whiteboard. Sound out the words together and listen to the sounds. Discuss observations and then have students write their own rule about the o-consonant-e letter pattern. The e at the end of the word is silent. The e tells the first vowel to say its name. This is known as the magic e rule.

### Before Reading

- Ask students to tell what kind of book *Is it a Fish?* is. (informational) They look at the contents page. Ask: How has the author organised this informational book about fish?
- On page 3, there are features of a fish. The author has presented the information to make it interesting to the reader.
- On page 6, students look at the graphic. This is how a fish uses its gills. Together say, clap and locate the word *oxygen*. Oxygen is the life-supporting component of air. *ox/y/gen*
- On page 8 ask students what they notice. (A fish has many different fins that help it to swim.)
- On page 12, fish have scales to help protect them. They say, clap and locate the word *scientist*. *sci/en/tist* Breaking words up into syllables and listening to the sounds helps us write and read a word.
- On page 14, fish are cold-blooded animals, which means they change their body temperature with the temperature around them.
- The book also has information about mammals, molluscs and crustaceans and whether they are fish or not.



Find out exactly what makes a fish a fish and then decide if the animals in this book are fish or not.

## **Reading the Text**

- Invite students to turn back to the beginning and read the text silently to themselves. Listen to students read aloud one by one and have them demonstrate strategies to solve new words. For example, “Read on and go back” or “Do you see a part of a word”? Encourage them to listen to themselves read and self correct.

## **Fluency**

- Read the question from the “Questions and Answers” chapter on page 22 to students. They then read the answer to a partner, taking turns to practise fluency. They listen to each other and give advice on how to improve fluency.

## **After Reading**

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

- How do you know if an underwater animal is a fish?
- How do fish breathe?
- Why do you think fish are cold-blooded animals and not warm-blooded animals?
- Did this book remind you of anything? Have you ever had a pet fish?
- In the “Questions and Answers” chapter, what information did you not know and found interesting?

## **Writing**

– Remind students to sound out unfamiliar words and to listen to the sounds in each syllable. They write down what they hear and patterns they already know to help them spell the words correctly. Read the text slowly and repeat at the end so they can check if they missed any words. Dictate the following sentences:

*All fish have gills. Many animals get oxygen from the air. Fish get oxygen from the water through their gills.*

– Students write five interesting facts about fish that they read about in the text and think about the way the author presented them. They browse through the pages and present their facts in a similar way to what impressed them – fact boxes, photos, illustrations, backgrounds etc.

## **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 three differences between fish and whales.
- **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.

# Our Eyes

## GOALS

### Comprehension

Understand the topic  
Use graphic elements to find and clarify information  
Find meaning from content

### Vocabulary

Understand how to use round brackets in writing

### Fluency

Listen to themselves read and self correct  
Adjust the pace and volume to suit the text

### Writing

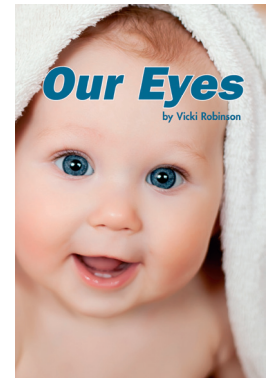
Dictation – listen to syllables in a word to help with spelling  
Label and draw diagrams correctly

### Word Study

– Use round brackets in writing: Round brackets or parentheses are commonly used in writing to add more information to a sentence and greater detail. The sentences still make sense without the words in brackets but would not be as informative.  
– Write these sentences from the text on the board and discuss.  
When our eyes water, tears flow out of the tear glands (where tears are made).  
Some tears flow into little holes (called tear ducts) in the inner corner of our eyes.

### Before Reading

- *Our Eyes* is an informational text. Look at the contents page. Read the chapter titles. Ask: Do you know anything about what you are about to read?
- On page 4, look for the word *pupils*. Ask: What two letters do you expect *pupils* to begin with? Run your finger under it and say *pupils*. Ask: Do you know what a pupil is in your eye? (the black spot that lets the light in)
- On pages 6 and 7, there is a diagram of an eye and a photograph of the eye. They are both supporting the text written on this page. Look for the word *cornea*. Ask: What three letters does *cornea* begin with? Look at the diagram. What do you think the cornea's job is? (a thin layer to protect the eyes)
- On pages 10 and 11, there is a diagram of the inside of an eye. Have students notice how the author has written about each part in a text box. Ask: Why do you think the author and illustrator chose to produce the information in this manner?
- On page 14, read the title of this chapter. Ask: What do you think you will be reading about?
- Look for the word *opticians* on page 15. The optician tests eyesight.



Look at these words carefully! Then open the book and discover fascinating facts about the marvellous tools you are using to read them with.

- On page 17, look for the word *ophthalmologist* and clap the syllables as you read the word. Read the sentence *ophthalmologist* is in to understand what they do. *oph/tha/mol/o/gist*
- Read page 18 to students as a model for how to adjust pace and volume to suit the text.
- Scan the rest of the text to see what the book is about. Students can tell by the photographs and headings what they will be reading about as these support the text on each page.

### **Reading the Text**

- Tell students that they will read a lot of very interesting facts about our eyes. Invite them to read the text silently, while you listen to individuals read aloud. Ask them to think about how amazing our eyes are when they are reading.

### **Fluency**

- Remind students to remember to listen to themselves read and self correct if what they are reading doesn't make sense. They try to maintain a suitable pace when they are reading as demonstrated earlier.

### **After Reading**

Invite students to discuss their understanding of the text. Prompt if needed.

- What interesting facts did you read/learn about our eyes?
- Explain how our eyes work (Provide evidence from the text.)
- How do our eyes show how we are feeling?
- What are some of the ways your eyes can have problems?
- Why do you think optical illusions can trick our eyes?

### **Writing**

– Read these sentences to students and repeat them slowly so they can listen to the sounds and syllables of each word in their attempt to correctly spell the words.

*Some people cannot see very well. Things up close or things far away are not clear. This is often because the lenses in their eyes aren't working properly.*

– In students' workbooks they draw a picture of one of the diagrams in the book (on pages 7, 8 or 9) and label it correctly. In a text box, they write how each labelled part works.

### **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 report to explain what your pupils are, what they do and why they are important.
- 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 Ears

## GOALS

### Comprehension

Understand how a non-fiction text is organised around one concept  
 Recognise and understand the use of headings  
 Notice and use information in the fact boxes  
 Develop an understanding of syllables and how they help us read

### Vocabulary

Understand how adding -ly changes an adjective to an adverb

### Fluency

Adjust pace and tone of reading to suit text features and graphic elements  
 Read in a loud clear voice

### Writing

Create theories of factual information  
 Research and present findings

### Word Study

– Add -ly: This turns an adjective into an adverb that tells us more about the verb. *The rabbits jumped very quickly.*

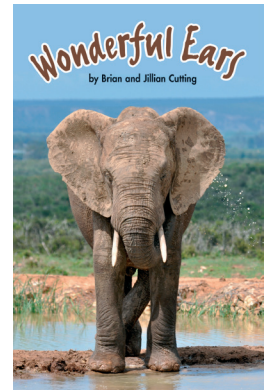
– Write these words on the whiteboard. As you write each one, say it in a sentence.

<i>Base word</i>	<i>Add -ly</i>
special	specially
loud	loudly
slow	slowly
sleepy	sleepily

Note how the -y changes to an i before adding ly. Discuss the rule again to help with understanding.

### Before Reading

- *Wonderful Ears* is an informational text. Look at the cover together and have students tell what they think they will be reading about.
- On page 2, the chapter is called “Where are the Ears?” Ask: What does the title suggest you will be reading about? (Discuss – different ears and different animals)
- On page 6, ask: What three letters would you expect *echolocation* to start with? Clap the syllables with me. ech/o/lo/ca/tion Explain to students that syllables help us to read a word and write it. Discuss the meaning of *echolocation*. If they are unsure, read the sentence to help them understand.
- Read the sentence under the chapter heading “Different Ears” on page 10. This helps to set up what it is going to be about.



Ears help animals to hunt for food and to protect themselves from danger. But not all ears are alike. How big they are, where they are on the body, how they work and what they can hear varies from animal to animal.

- Read the chapter heading on page 14 and then go to page 16. Read the captions together. Discuss that hearing sounds keeps us safe and out of harm's way. Captions hold important information. The authors use them to make the page layout interesting to the reader.

### **Reading the Text**

- Have students read from the beginning, thinking about the title *Wonderful Ears* and why they think the authors chose it.

### **Fluency**

- Have students turn to page 18 and look at the diagram showing what the inside of an ear looks like. They can view the captions that point to each ear part. Have them listen to you as you read each caption. After each one, they take turns with a partner to listen to each other read in a loud, clear voice and mirror your fluency.

### **After Reading**

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

- What were some of the different animal ears you read about?
- Are all ears the same? Explain some differences.
- How did the author show you the different ears in the book? (diagrams, photos)
- How do different shaped ears help?
- What theory do you agree with on page 15 or do you have your own?
- Why are ears so important? How do they help us/or the animals in daily lives?

### **Writing**

– Students research a different animal and how they hear. Or they can choose one of the animals in the book and give more detail. They print off the information and photos and glue them into their workbooks or they can write this information and draw pictures.

– Students write their own list of theories as to why snakes do not have outside ears or they can choose another animal they read about today.

### **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:** Make a list of interesting words to describe the ears of different animals. Use some of them in a poem about “Early Animals”.
- **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.

# Animals, Plants and Air

## GOALS

### Comprehension

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

### Vocabulary

Use a dictionary

### Fluency

Focus on fluency and self correct  
Use intonation to convey the author's message

### Writing

Create a mind map  
Summarise information  
Research and present findings

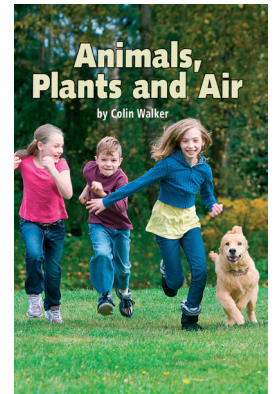
### Word Study

– Using a dictionary: This skill is an important part of learning to read. If students are unsure of a word, they will need to find out what it means. They can use an app or a print dictionary. Keeping a dictionary close when you read is important. Emphasise to students that they shouldn't continue to read on if they don't understand what they are reading.

– Look these words up together. *oxygen, carbon dioxide* These are two words from this text that are not clearly explained. So it is important to use a dictionary.

### Before Reading

- Read the title and look at the cover of *Animals, Plants and Air*. Ask: What do you think you will be reading about today?
- On page 2, we constantly breathe air. Look for the word *breathe*. Ask: What letter blend do you expect *breathe* to begin with? We breathe air every moment of every day.
- Look at the illustration on page 3. Ask: What information do you get from it? (What human lungs look like.) The illustration supports the text on page 2, giving the reader a clearer understanding of human lungs.
- On pages 4 and 5, there are illustrations of what animals' lungs look like. They need air but they breathe differently.
- On page 10, in the chapter "Fish and Frogs", look for the word *nostrils*. It begins the same as nose. Find *nostrils* and clap the syllables. *nos/trils* They are the two openings at the start of the nasal cavity. Look at the illustration of the frog on page 11. They breathe through their nostrils.
- On pages 12–13, there is the life cycle of a tadpole as it grows into a frog. Read these two pages explaining how a tadpole has gills like a fish and they grow lungs as their gills disappear. Have



We are breathing air all the time, whether we are asleep, playing or on the computer. We have a nose and a mouth for breathing but animals and plants need air, too.

students note your fluency. Tell them that this is how you would like them to sound when they read to you later, using intonation to convey the author's message.

- Look for the word *spiracle* on page 14. Ask: What consonant blend do you expect *spiracle* to begin with? Look at the illustration with the label. Spiracles are tiny holes on the side of the body that the insects breathe through.
- On page 22, plants take carbon dioxide from the air and they return oxygen to the air. Without air they would die.

### **Reading the Text**

- Students read the text silently while you listen to individuals read aloud. Ask them to think about how plants, animals and insects need air to survive.
- Invite students to read silently while you listen to them one on one attending to their individual needs.

### **Fluency**

- Encourage students to focus on their fluency and to listen to themselves read and self correct.

### **After Reading**

Once students have read the text independently, begin your discussion. Prompt if needed.

- How are animals, plants and air related?
- Why are plants so important to human and animal survival? (Take carbon dioxide from air)
- What are the different ways animals breathe?
- Why does the tadpole start with gills and change to lungs when it becomes a frog?
- How did the author provide the information in this text?
- Why do you think the author chose to use illustrations and photographs?

### **Writing**

– Students create a mind map of how humans, animals, plants and air are related to each others' survival based on facts from this book. Start with air as the main concept and branch off with humans, animals and plants. They can use the contents page to help as well as the illustrations and facts in each chapter. (Demonstrate a mind map on the board if needed. You may have a mind map app you can use.)

– Have students further research how a human, a particular animal or plant breathes. See what interesting information students can find to share with a small group. They prepare a one-minute talk to share with the group at the end of the lesson. Encourage them to find a fact that they think no one else would know.

### **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 tree. Explain how you breathe.
- 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.

# Clouds, Rain and Fog

## GOALS

### Comprehension

- Understand the topic
- Identify cause and effect in the text
- Summarise the information

### Vocabulary

Develop an understanding of r-controlled vowels

### Fluency

Adjust the pace, volume and expression

### Writing

- Retell fact in own words
- Research and report information from the internet

### Word Study

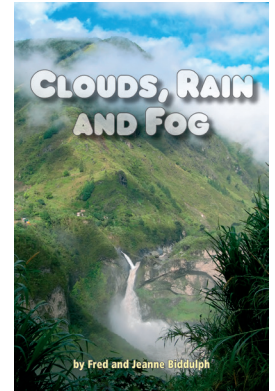
– r- controlled vowels: When vowels are written in a word with an r, the sound is generally blended with the r. Write these lists on the whiteboard. Discuss the sounds each word is making, break them up and clap the syllables.

-ar	-or	-ir	ur
starts	morning	cirrus	turn
Antarctic	formed	mirror	
Arctic	storm		
	more		

– Say the words in sentences and have students listen to the sounds of the words as they say them. They can write the words in their workbooks.

### Before Reading

- *Clouds, Rain and Fog* is an informational text. Have students turn to the contents page, look at how it is organised and read the chapter titles.
- On page 5, students look at the diagram of how a cloud is formed. They read it quietly. This is a cycle once a cloud is formed, it will rain and the cycle will start again.
- On page 8 there are three main types of cloud – cumulus, stratus and cirrus.
- Have students read the chapter heading on page 12. They listen while you read the paragraph beneath. Explain that this is how you would like them to read when you listen to them later. Don't forget to read the fact boxes and the caption. They hold important information.
- Have students find the word *Antarctic* on page 14. They clap it in syllables with you. (An/tarc/tic). They listen carefully to the sounds in each syllable.
- Read the text on page 22. Ask: What two letters would you expect *atmosphere* to begin with? Students look for the word *atmosphere* and clap the syllables with you. *at/mos/phere* The ph makes a /f/ sound.



What are clouds for?  
 Why does it rain?  
 What is fog? Why do  
 hailstones fall? You'll  
 find the answers here.

### **Reading the Text**

- Students read the text silently, reading about clouds and the role they play in the weather. You listen to individuals read aloud. Prompt them if they need help with an unfamiliar word.

### **Fluency**

- While students are reading silently to themselves from the beginning of the text, listen one on one to a student, prompting a change in pace, volume and expression.

### **After Reading**

Invite the students to discuss their understanding of clouds in this text and how they are connected to the weather. Prompt if needed.

- The clouds play a major role in the weather (explain and show evidence).
- What fact about clouds was most interesting to you and why?
- How did the author organise the text to make it more interesting to the reader? (diagrams, fact boxes, photos)

### **Writing**

- In their own words students explain the three main types of cloud and the role they play in the weather. They present the information with illustrations and fact boxes or captions.
- Have students choose some weather they have read about today and research it further. They make an interesting, informative sheet that can be printed and added to a class book for others to enjoy and learn from. Remind them to take note of the techniques the author used to make this book enjoyable to read. (captions, illustrations, text)

### **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 story about the journey of a drop of water vapour from a puddle on the street to a raindrop.
- 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.