

The Pied Piper

GOALS

Comprehension

Predict outcomes and interpret the text
Make inferences from illustrations
Infer the deeper meaning implied in the text

Vocabulary

Sound out when writing

Fluency

Model fluency adjusting pace, volume
Use expression and character voices when reading dialogue

Writing

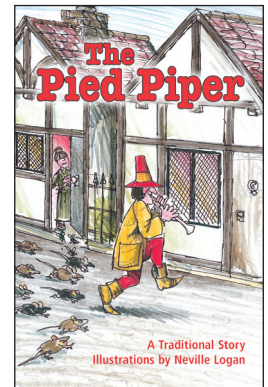
Character profile
Expressing personal thoughts

Word Study

– Sound out when writing: Write words on the board from the text and when you are writing them, show how you write the sounds, letter patterns and blends you hear. Remind them to look to see if the word looks right. *beautiful, problem, people, demanded*

Before Reading

- Ask students what they know about this classic tale of the Pied Piper. In this retelling, the townspeople teach the mayor a lesson. Ask: What do you think it could be?
- On page 2, the story is set in the beautiful town of Hamelin. Everyone is happy but they have a huge problem. Rats!
- On page 5, have students listen while you read. They follow along and listen to how you read/sound when you come to the dash. They repeat the reading, echoing your fluency and pausing at the dash.
- Look at the illustration on pages 8-9. Ask: Who has entered the town? All the townspeople, including the mayor, are worried about rats but wonder who this strange man is. Ask: How can you tell they are worried and curious by looking at the illustration? (facial expressions)
- The money in Hamelin is called guilders. Ask: What two letters would you expect to find at the start of the word *guilders*? Have students find the word on page 10. They run a finger under it and say it silently. The Piper wants a thousand guilders to get rid of the rats.
- Look at the illustration on pages 12–13. The Pied Piper has successfully rid the town of rats.
- On page 16, the mayor only pays the Pied Piper 50 guilders for his trouble. “A deal is a deal” said the Piper.
- On page 18, the Piper plays a happy tune from his pipe and the children of Hamelin come running and one by one they disappear into the cave.



In this retelling of the Pied Piper story, the townspeople teach the mayor a lesson.

- On page 22, the townspeople offer to pay the Pied Piper. He agrees and frees the children. Ask: What do you think could have been the lesson the townspeople taught the mayor? (A deal is a deal and to pay your debts as you agreed.)

Reading the Text

- Have students reread the story and as they read, they think about the words *a deal is a deal* and what they mean in this classic tale.

Fluency

- Turn back to the beginning. Model reading the story with fluency and expression, especially when reading in a character voice.
- Invite students to read the text silently while you listen to students one by one, encouraging expression and fluency.

After Reading

Talk about the story of the Pied Piper. Prompt if needed.

- What lesson do you believe the townspeople taught the mayor? What did the townspeople do to prove they live by these words?
- Talk about the illustrations and how well they supported the text. Encourage students to show evidence.

Writing

- Practice sounding out while writing. Give students these words verbally and ask them to write them out, using the strategies just demonstrated. *faint, kitchen, Hamelin, mountain, promises*
- Talk to students about how important it was for the mayor to keep the deal with the Pied Piper and what happened when he didn't keep it. Talk about the consequences if you don't keep your end of a deal. There might have been a time in their lives when this has happened to them on a lesser scale. Ask them to write about when they didn't keep their end of the deal and what happened. Then write about how they fixed the situation and then what happened.

– Create a character profile of the Pied Piper.

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

Students illustrate their profiles.

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 your own ending about what happened to the Pied Piper or the mayor of Hamelin.
- 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.

Grandma's Elephants

GOALS

Comprehension

Predict outcomes and interpret the text
Make inferences from illustrations
Analyse characters

Vocabulary

Understand ar vowel sound (r controlled vowel sound)
Hyphenated words

Fluency

Model fluency adjusting pace, volume
Use expression and character voices when reading dialogue

Writing

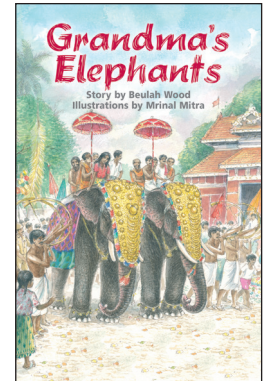
Character analysis
Research and present findings in a poster

Word Study

– /ar/ vowel sound: Write these /ar/ vowel sound words on the whiteboard. *Hari, saris, carpet, market, backyard, hard*
– As you are writing them, say the words and ask students what they have in common. Discuss what students notice about the words. Underline the letters that make the ar sound in each word. Put them into sentences to make sure students understand the meaning of each word.

Before Reading

- Look at the cover of *Grandma's Elephants*. Ask: Do you think this book is a narrative or instructional text? What makes you say that?
- This is a narrative about two elephants called Raja and Rani. Shanti, her grandma and an elephant keeper called Hari look after them. Shanti is Rani's best friend.
- On page 2, it is Onam festival time in India, where people eat special food, make pictures with flowers in the road and watch colourful parades through the streets.
- Look for the word *hired* on page 5. Ask: What two letters would you expect to find at the beginning of *hired*? Write the sounds students hear in the word *hired* on the whiteboard. Remind them that listening to the sounds in words helps us to write and spell them. The elephants are *hired* to work in the jungle and as a special attraction in parades.
- Go to page 10. Hari and Shanti have dressed Rani and Raja in their blankets and gold headpieces to carry some very important people in the Onam festival parade.



Shanti is proud and excited that her grandma's elephants are in the Onam festival parade. Everyone is happy and excited to see them until one of the elephants ignores its handler and heads for the crowd.

- Look at the illustration on page 12. Shanti's family has gone to the parade in an auto-rickshaw. This is a hyphenated word. Find it on page 13. Discuss with students how hyphenated words are compound nouns – a combination of two or more words that function as a single unit of meaning.
- On page 16, ask: Considering Shanti is best friends with Rani, what do you think Rani might do when she sees Shanti in the parade? What do you think will happen at the end of the story?

Reading the Text

- Have students go back to the beginning of the text and as they read, think about how important Raja and Rani are to Shanti.

Fluency

- Students listen to you read page 18 and note that this is how you would like them to sound when they read the book to you. They notice how you read with character voices and expression throughout the text.
- Invite students to read the text silently while you listen to individuals, encouraging expression and fluency.

After Reading

Have students share their thoughts about *Grandma's Elephants*. Prompt if needed.

- Was your prediction correct? What was different?
- Discuss and show evidence from the text of the love Rani and Shanti shared throughout the book.
- Everyone was frightened when Rani looked for Shanti. Discuss.
- Everyone was happy at the end of the story. How did this happen?

Writing

- Students research the Onam Festival and make a poster encouraging people to attend. They think about persuasive language when they choose words to write on the poster, e.g. best, amazing, truly, superb, tremendous, interesting, worthwhile, superior, colourful
- Students write a paragraph about the special relationship Rani and Raja have with Shanti. They think about how they cared for each other and how this love was demonstrated in the parade for the town to see. They provide evidence from the book in their writing, including the page number as a reference.

Home/School Link

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

- Writing: Write step-by-step instructions about how to get an elephant ready for an Onam parade.
- 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.

Blackbirds

GOALS

Comprehension

Use the text to predict the outcome of the narrative
 Identify the author's purpose
 Compare and contrast information

Vocabulary

Explore the long /e/ vowel sound

Fluency

Read orally with phrasing
 Self-correct while reading and help students sound out unknown words

Writing

Recall facts
 Compare roles of parents
 Venn diagram

Word Study

– The long /e/ vowel sound: Give students two examples of the long /e/ vowel sounds from the text. Write them on the board and say them slowly so students can hear the vowel sound. Ask them what they notice about the /e/ in each of the words as you say and write them.

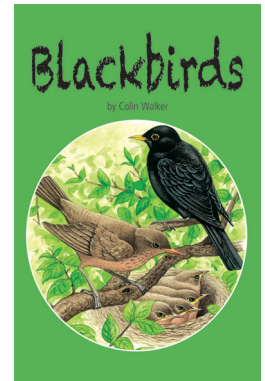
ee	ea
feed	weaves
tree	teach

There are six different ways of writing long /e/ vowel sounds. Explore them with students and compile a list of words they may know.

- 1) Double ee represents the long /e/ sound
- 2) /ea/ in words like clean, squeak
- 3) The long /e/ occurs in words where ei follows the letter c (ceiling, receive)
- 4) ie in words like *believe*, *chief*
- 5) ey in words like *key*, *valley*
- 6) Long /e/ sound in *me*

Before Reading

- *Blackbirds* is a realistic fiction story in a believable setting that could actually occur.
- Go to page 2 where Father Blackbird is looking for a place to build a nest. He marks his territory by singing loudly.
- Look at the illustration on page 5. Ask: What do you think Mother Blackbird is doing? (starting to build a nest) Look at the blossoms on the tree. What season do blackbirds begin to build a nest?
- On page 10, Mother Blackbird lays four or five beautiful green and brown speckled eggs.



The blackbirds look for a safe place to build a nest. Once the nest is finished, the eggs are laid and they hatch after 14 days. The parent blackbirds feed them and care for them until one day, the chicks leave the nest.

- On page 12, ask: What two letters will *incubate* begin with? Find the word *incubate*, clap the syllables, run your finger under it and say *incubate*. (A bird sits on the eggs to keep them warm so they hatch.)
- Look at the illustration on page 13. Ask: What is Father Blackbird doing when he sees a cat? (Making an alarm call)
- On page 18, point to the word *fledglings*. Clap the syllables and run your finger under it when you say it. Read the sentence to find the meaning of the word. (Young birds with feathers)
- On pages 22–23, have students look at the illustration and explain what they think is happening. (Young birds making their way in the world alone.)

Reading the Text

- Students read the text silently while you listen to individuals read aloud. Invite them to think about how dependent the chicks are on their mother and father for survival.

Fluency

- Read page 16 and explain to students that this is how you would like them to sound when they read. When you listen to them, prompt them and encourage phrasing and fluency in their reading.
- 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.

After Reading

Invite students to discuss realistic fiction and what they learnt about blackbirds. Prompt if needed.

- The blackbirds are very dependent on their parents. Discuss and show evidence.
- How do you feel about the young birds flying off by themselves?
- Why do you think the author chose to write a realistic fiction book about blackbirds and not an information text?

Writing

– Students create a fact file about blackbirds for others to learn and read. Have them include between five and ten facts. e.g. Father looks for a safe place to make nests. Mother Blackbird builds a nest.

– Compare the role of the father and mother in a venn diagram. Discuss with students the role of each parent. Complete as a small group on the whiteboard or individually in workbooks. Students use the text to help them.

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 mother blackbird. Write a list of instructions on how to build a nest.
- 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 Man Who Enjoyed Grumbling

GOALS

Comprehension

Predict outcomes and interpret the text
 Make inferences from illustrations
 Infer the deeper meaning implied in the text

Vocabulary

Understand the use of *to* and *too*

Fluency

Use expression and character voices when reading dialogue

Writing

Letter writing
 Narrative analysis

Word Study

– The use of *to* and *too*: Write these sentences on the whiteboard from the text (page 14).

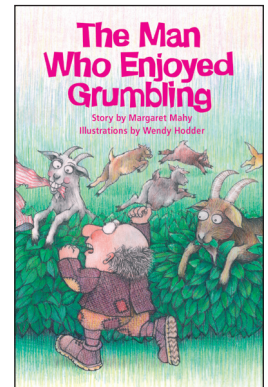
“It’s too quiet,” said Mother Goat. “There is no one to tease,” said the little Goats sadly.

Explain that if we use the wrong *to* or *too*, it can completely change the meaning of a sentence, so it is important to choose the correct one when writing. Ask students to say a sentence using both words.

– The rules are to use *to* as a preposition to express direction, place or position; use *too* (adverb) as a synonym for also, or to indicate an excessive amount.

Before Reading

- Together look at the cover of *The Man Who Enjoyed Grumbling*. Ask: What are your thoughts about this story?
- On page 2, scratchy Mr Ratchett enjoys a good grumble. He lives next door to the Goat family and he always has something to grumble about.
- Look at the illustration on pages 6-7. Ask: What do you think is happening? (Goats are moving out. They need more space to jump around.)
- On page 8, have students find the word *neighbour*. They look at it and clap it into syllables. The Goat family wants to get away from their scratchy neighbour.
- Look at the illustration on page 13. Ask: Does scratchy Mr Ratchett look happy the Goats have moved away?
- On pages 14–15, ask: Do the Goats look happy? Why not? What are your thoughts?
- Students listen to you read page 16. Have them notice how you change your voice for Mr Ratchett to create a visual image and listener interest. Explain that this is how you want them to read dialogue.
- Students predict what they think will happen at the end of this story.



Mr Ratchett liked to grumble about things, especially about his neighbours, the Goat family. When they moved away, he had peace and quiet at last. But he grumbled about that, too!

Reading the Text

- Turn back to the beginning of the book and as they read, have students think about what it was the Goat family really wanted.

Fluency

- Invite students to read the text silently while you listen to individuals, encouraging expression and character voices when reading dialogue.

After Reading

Invite students to discuss the text. Prompt if needed.

- Did your prediction about the ending match? What was different or the same?
- Why did you choose your ending?
- Do you think the title was perfect for the story?
- What title would you have written to keep the audience guessing?
- Show evidence that scratchy Mr Ratchett and the Goat family loved a grumble.

Writing

– Students choose either the Goat family or Mr Ratchett and write a letter to the other person/ animal when they move away. Talk about how they are feeling about the move and being apart. Write about what they missed about each other, remembering that you really don't want to admit that you actually miss each other.

Narrative Analysis

– Students write a few sentences under each of the headings, breaking up the narrative into a clear beginning, middle and end. Sometimes there may be one or more problems in the beginning or the middle of the text and solutions at the 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 Mr Ratchett was your uncle and he went missing. Write a paragraph for the police to describe what he looks 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.

Knights in Armour

GOALS

Comprehension

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

Vocabulary

Identify and use the -ight word pattern

Fluency

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

Writing

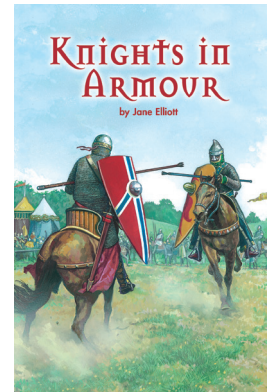
Research facts
Complete a fact file
Write a short narrative, beginning, middle and end

Word Study

– The -ight word pattern: Describe to students how patterns help us to read and write words. Once you learn a pattern it helps you solve unknown words with the same spelling pattern. Write *knight* and *fight* on the board. Then have students suggest other -ight words they know. Say them in a sentence as you write and read them.

Before Reading

- In *Knights in Armour* we will meet two main characters called John and James. They are very interested in exploring castles and imagining what life was like many years ago.
- On page 4 there is a detailed diagram of the inside of a castle to help students understand what life was like.
- Ask: What two letters would you expect the word *armour* to start with? Find the word *armour* on page 8. Run your finger under it and say it as you read it. The boys are asking, "I wonder what you had to do to be a knight?" Do you know? (Discuss prior knowledge.)
- On page 10, a voice says "I can tell you all about knights."
- On page 14, James and John are given weapons, armour and a wooden shield and they are taught to fight like a knight.
- Look at the fact box on page 16. This shows what chain mail looks like close-up – little steel wire rings all linked together. (Discuss how difficult it would be to make in those days.)
- On pages 18-19, illustrations show the six steps to dressing as a knight for battle. The boys are now ready for a tournament.
- On pages 24–25, John and James are facing each other as knights ready to battle. Have students predict what might happen.



While exploring a castle, John and James are taken back to the middle ages to experience what life was like for true knights in armour.

Reading the Text

- Students go back to the beginning of the text and find out what happens to James and John. While they are reading, ask them to think about how hard and brutal the life of a knight would have been.

Fluency

- While they are reading the story silently, listen to individual students read to help meet their needs. When reading remind them that the author used descriptive language to show how a character spoke. (*explains, laughs, says*) Encourage students that when reading aloud or silently, they use appropriate character voices to match the language. Model this by reading page 27. Discuss the sound words in capital letters and how you read these for emphasis.

After Reading

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

- Do you think the boys imagined their day as a knight or did it happen? (Explain your thoughts.)
- Do you think they will have a day as a jester?
- Could this story really happen?
- Did the author teach you about the life of a knight through a narrative? What other styles of writing might the author have chosen to write this book in? Why do you think she chose a narrative?

Writing

– Students research knights and share their story/daily life or ten facts about them. They rewrite and present their findings in an interesting way. Then print to share with others.

Plan for James and John's Day as a Jester

– Students write a plan or story – write a few sentences in each section – about James and John's day as a jester. They may need to research the life of a jester to help them. Remind them to have a clear, beginning, middle and 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: Write instructions to tell knights how to get ready for a tournament.
- 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.

Hot and Cold Weather

GOALS

Comprehension

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

Vocabulary

Understand use of *there* and *their*

Fluency

Read in a loud clear voice with appropriate pauses to suit the information

Writing

Summarise information
Create a mind map from a single concept

Word Study

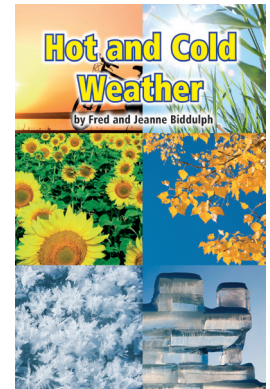
– Understand *their* and *there*: Write this sentence from the text on the whiteboard to help students' understanding.

*The sun always shines during **their** summers and **there** is no night.* (page 9)

Talk about the sentence and why it is written like this. Ask students to write other sentences or say other sentences using *there* and *their*. Have them note that *there* means in, at or to that place or position and *their* shows that something is belonging to or associated with the people or things previously mentioned.

Before Reading*

- *Hot and Cold Weather* is an informational book. Ask: What do you already know about hot and cold weather?
- On pages 4-5, most countries have four seasons – summer, winter, autumn and spring. The illustration supports the text about how Earth moves around the sun and how the sun and the tilt of Earth affect what season we are in at any time.
- On page 6, look for the word *equator*. Ask: What letter do you expect *equator* to begin with? Clap the syllables. Explain where the equator is. Use a globe to show students. Read the fact box about the equator and have students note your fluency. Tell them that this is how you would like them to sound when they read to you later. Notice how reading facts fluently differs from reading fiction fluently. Appropriate pauses help understand the information
- Look at the illustrations on pages 10–11. They show how the angle of the sun's rays hitting Earth affect the daily temperature. Clap the syllables of the word *temperature*.
- On page 12, clap the syllables of the word *atmosphere*. This is the layer of air around Earth that also affects the temperature. This air is called the *atmosphere*.
- Students scan and read the chapter headings quietly to themselves, looking at the illustrations and photographs so they can see what they will be reading.



Discover what affects weather. Is it going to be hot or cold where you are right now? What causes a change in the temperature? Why does it go up or down?

- On page 18, there is an illustration of a mountain. Ask: What information is it giving to you? (Temperatures drop the higher you get.)
- On page 22, look for the word *moisture*. Ask: What three letters will you find at the beginning of *moisture*? What do you think happens to moisture when the temperature drops?

Reading the Text

- Students read the text silently while you listen to individuals read aloud. Ask them to think about the role the sun plays in Earth's daily temperature.

Fluency

- Remind student to focus on their fluency and read with a loud clear voice with appropriate use of pauses. Remind them to listen to themselves read and self correct.

After Reading

Once students have read the text independently, ask them to discuss their thoughts about *Hot and Cold Weather*. To encourage thinking and talking, you may choose to ask the following questions or prompts.

- How does the sun and Earth's tilt affect the seasons and daily temperature? (Provide evidence from the text or use the globe provided to help you explain.)
- Does everyone have winter or summer?
- How does the atmosphere protect Earth? (Provide evidence from the text.)

Writing

- Students create a mind map about the information they read in the text. They use a mind map creator app or draw a mind map in their workbooks. They see how many branches they can create by using the text to help develop the mind map.
- Have students write two paragraphs summarising the information they read in *Hot and Cold Weather*. They provide evidence from the text and always write it in their own words. They read their paragraphs to a partner.

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 in Antarctica during summer. Write about some of the good and bad effects 24 hours of daylight might have on your life.
- 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.

Moving Things

GOALS

Comprehension

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

Vocabulary

Understand morphemes

Fluency

Recognise and read keywords with confidence
Listen to themselves read and self correct

Writing

Summarise information
Complete a mind map

Word Study

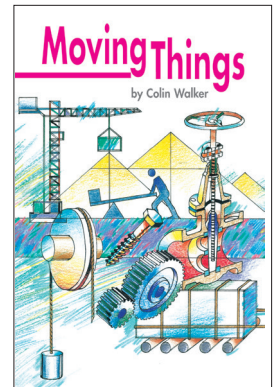
– Morphemes: Write the words *invention* and *inventor* on the board. Then write them divided into three parts to demonstrate how words are put together.

<i>Prefix</i>	<i>Root word</i>	<i>Suffix</i>
in	vent	tion
in	vent	or

– Discuss that morphology is the study of how words are put together by using morphemes, which include prefixes, root words and suffixes.

Before Reading

- Look at the cover of *Moving Things*. Ask: What do you think you will be reading about today? Read the blurb. Ask: Was it what you thought? Have a quick look at the contents page.
- Look for the word *discovered* on page 4. Ask: What three letters would you expect *discovered* to begin with? Clap the syllables. Look at the illustration on page 4. Cave dwellers discovered a way to move heavy rocks with the lever.
- On page 8, look for the word *transported* and clap the syllables. Large items could be easily transported on rollers from place to place.
- Ramps are called inclined planes. Look at the illustrations on pages 10 and 11 showing how ramps were used in the past and in present daily life. Ask: How have ramps made our lives easier?
- Look for the name *Archimedes* on page 12. Ask: What two letters do you expect *Archimedes* to begin with? He was a famous Greek inventor who changed our world with his inventions and thoughts.



Levers, rollers, ramps, wheels, wedges and screws have been around for thousands of years and yet they are just as important for moving things today. Find out how and why these simple tools are still so important.

- Turn to pages 14 and 15 and look at the illustrations of how wedges have been used in the past and in the present day.
- On page 16, the wheel is one of the most important machines people ever invented. Look for the word *axle*. It begins with ax. People joined two wheels together with an axle to make a new machine.
- Look at the illustration on page 19. Ask: What information can you learn from this illustration? Talk about pulley systems.
- Read page 20, demonstrating fluency by reading key words with confidence.

Reading the Text

- Students read the text silently while you listen to individuals read aloud. Ask them to think about how important moving things are in our everyday life.

Fluency

- Encourage students to listen to themselves read and self correct if what they are reading doesn't make sense. Encourage them to read key words with confidence.

After Reading

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

- Did you realise that simple machines play a role in your daily life? Discuss and show evidence from the text.
- How do simple machines improve our everyday life?
- Every day people invent more complex machines but these simple machine will always be involved. Why do you think this is?
- What did you think of the way the author presented his findings in this text?
- Did you understand the main idea of this book?

Writing

– Students create a mind map of all the moving things in the book. They can start with the simple machines as the main concept and branch off from there. They use the contents page to help and the illustrations and facts in each section. Demonstrate a mind map on the board if needed. There may be a mind map app you can use.

– Have students choose two machines of interest from the text and write a paragraph about each on how they have changed over time. They look at how the machines have developed and how they have also stayed the same. They include an illustration to help support their information.

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: Choose one of the machines from the book and write a paragraph about how it is used today in your school or at home.
- 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.

Flowers

GOALS

Comprehension

Understand the topic
Classify and categorise information
Identify the author's main idea

Vocabulary

Understand plural nouns adding -ies

Fluency

Recognise and read keywords with confidence

Writing

Express and argue a point of view
Explore and summarise points of view

Word Study

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

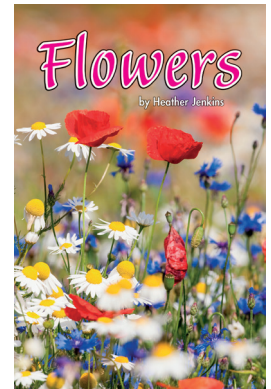
butterfly + *ies* = *butterflies*

daisy + *ies* = *daisies*

body + *bodies* = *bodies*

Before Reading

- Read the blurb for the informational text *Flowers* to students. Ask: Why do you think flowers are so important? A flower is a part of many plants. Flowers help plants to make seeds so that new plants can grow. Flowers help plants to reproduce themselves.
- Look at the diagram of the parts of a flower on page 5. Most flowers have four parts – the carpel, the stamen, the petals and the sepals as shown in the illustration. There will be more detail about each of these parts throughout the book.
- On page 10, look for the word *pollinated*. Ask: What two letters do you expect *pollinated* to begin with? Find *pollinated* and run your finger under it as you say it. Read the text on page 11 and have students note your fluency. Tell them that this is how you would like them to sound when they read to you later. Ask: Do you understand what pollination is?
- Have students scan and read the chapter headings to page 20 so they can see what they are about to read about flowers.
- In the chapter “Fascinating Flowers”, remind students to read the fact boxes next to the photographs. These provide important information about the topic. Notice how these pages are pleasing to the eye and interesting to read by the layout and use of colour.



Flowers add beauty and colour to the world. Without them most plants would not exist, and neither would the animals that depend on them. Find out what flowers are, how they work and why they are so important.

Reading the Text

- Students read the text silently while you listen to individuals read aloud following your earlier model of fluency. Ask them to think about why flowers are important.

Fluency

- When other students are reading silently to themselves, listen one on one to a student prompting them to recognise and read keywords with confidence. Remind them to listen to themselves read and to self correct if it doesn't make sense.

After Reading

Invite students to discuss their understanding of flowers and why they are important to our world. Prompt if needed.

- What was the main idea of this text?
- What is a flower?
- Why are flowers important?
- Explain the parts of a flower. Provide supporting evidence from the text.
- Explain the difference between a male and female flower?
- What did you find most interesting about flowers while you were reading?
- What is the author's purpose in writing this text?

Writing

- Students imagine they are having a debate with someone who thought that flowers were not important and that the world could live without them. They prepare an argument to share as to why plants are important. They provide evidence from the text in their argument.
- Discuss with students how perhaps if we didn't have bees and they didn't pollinate flowers then food would be scarce. Help them to research this idea and present their findings in a few paragraphs. They make sure they note the website and/or articles that they used.

Home/School Link

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

- **Writing:** Describe a well-known flower in 30 words without naming it. Read what you wrote to someone and see if they can guess what flower it is.
- **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.

Feathers and Flight

GOALS

Comprehension

Understand the topic
Identify cause and effect in the text
Use graphic elements to find and clarify meaning

Vocabulary

Understand adverbs

Fluency

Recognise and read keywords with confidence
Adjust pace and volume to suit the reading situation

Writing

Make a list of important information from the text
Research and report information from the internet
Summarise information

Word Study

– Adverbs: These are words that describes a verb, adjective, or other adverbs. It tells when, where and to what extent. Write these examples on the board. Ask students to point out the adverb. Talk about why it is the adverb in the sentence.

Down feathers are *very* soft and fluffy. (page 5)

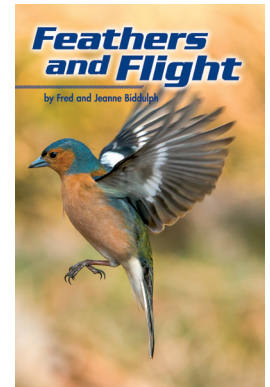
The wing feathers help the owl fly *very quietly*. (page 10)

Many birds moult *once* a year. (page 12)

The flippers help them swim *well*. (page 22)

Before Reading

- Look at the cover of *Feathers and Flight* and have students tell what they already know about the subject.
- See how the author has organised the contents on page 1. Students scan the chapter headings. Tell them that the contents helps a reader to shortcut to information in a text.
- On page 4, look for the word *keratin*. Ask: What three letters would you expect *keratin* to begin with? Find *keratin* and clap the syllables. Feathers are made from keratin as are our hair and fingernails. Feathers that cover a bird's body are called plumage.
- On page 6, look for the word *ptarmigan* (tar-me-gin). It starts with pt. It has a silent /p/. Notice the pronunciation guide next to the word. This helps the reader to know how to say *ptarmigan*. The ptarmigan is a type of bird.
- On page 12, the water-turkey in the photo is preening its feathers. Ask: Do you know what preening means? Look at the title of this chapter. This should give you an idea.



Did you know that birds are the only animals that have feathers? Their feathers keep them warm and dry and are important in helping them to fly.

- On page 16, read the title of this chapter “How do birds fly?” This is about the three different ways a bird can fly.
- On pages 18–19, look at how the author supports the text with illustrations and photographs to help deepen understanding of the text.
- On page 22, there are some birds that cannot fly. Read about why this is so.
- Read page 23 as a model of fluency, adjusting pace and volume to convey the meaning.

Reading the Text

- Students read the text silently while you listen to individuals read aloud. Ask them to think about how different birds are from other animals.

Fluency

- While students are reading silently to themselves, listen one on one to a student, prompting a change in pace and volume to suit the reading of information.

After Reading

Invite students to discuss their understanding of birds, feathers and flight. Prompt if needed.

- Were there any words or chapters that you need further explanation?
- Explain the three different ways a bird can fly. Refer to the text if needed. (page 16)
- What are some of the different uses for feathers other than flying?
- How are feathers related to the bird’s ability to fly?
- Do you agree with the way the author chose to set out this informational text? Can you think of any information that should have been added?

Writing

– Students choose a bird they are interested in and find more information to produce a detailed fact file on their feathers and flight. They choose photographs and draw illustrations, making sure they label and give detailed facts. They can scan the book again to help with layout ideas.

– Have students list ten facts from *Feathers and Flight* that interested them and they think would interest other people. They make sure they cover enough information to give a comprehensive look at how feathers and flight are related to birds and what their functions are.

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 explanation about how feathers are used and how birds look after them.
- **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 and Their Teeth

GOALS

Comprehension

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

Vocabulary

Explore root words

Fluency

Read, using pauses where appropriate to convey meaning

Writing

Dictation, listening to sounds and breaking up unknown words into syllables
Use illustrations to support text

Word Study

– Root words: *Carnivore*, *herbivore* and *omnivore* are words in the text. The root word *vore* means one that eats. *Carne* is latin for flesh. *Herb* means any plant with seeds. *Omni* is latin for all or everything. So exploring the root words in these three words explains their meaning.

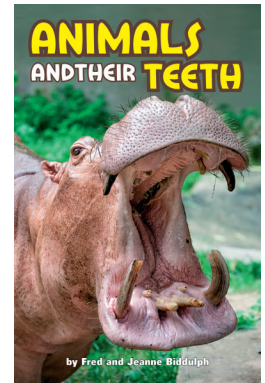
carne + vore = carnivore (meat eating)

herb + vore = herbivore (plant eating)

omni + vore = omnivore (eats all both plants and meat)

Before Reading

- *Animals and Their Teeth* is an informational text. Have students look at the cover. Ask: What do you already know about animals and their teeth?
- Look at how the contents page is organised. Ask: What do you notice? Different animals have different kinds of teeth depending on what they eat.
- Look for the word *carnivore* on page 4. Ask: What three letters do you expect *carnivore* to begin with? Clap the syllables. Look at the title of this chapter. Ask: What do you think a carnivore is? (meat eater) What kind of teeth do you think a meat eater has? (Sharp front teeth for tearing meat and jagged back teeth for crushing the bones.)
- On page 8, look for the word *herbivores*. Ask: What small word can you hear at the beginning of *herbivores*? (herb) Small words inside big words help us to solve unknown words. Look at the pictures of the skulls on pages 8 and 9. Ask: What kind of teeth does a herbivore have? (Large incisors to tear the plants and strong back teeth to grind them.)
- On page 11, find the word *ruminants*. It starts with ru. Read the fact box “Chewing the Cud” and have students note your use of pauses to convey meaning. Tell them that this is how you would like them to sound when they read to you later. The fact box gives a definition of ruminants. Often the text gives a definition of an unknown word, if not, students should use a dictionary to find the meaning before reading on.



Whether animals are plant eaters, meat eaters or they eat both plants and meat, their teeth are adapted to suit the diet. Did you know that some animals have no teeth at all?

- On page 12, find the word *omnivores*. Ask: What two letters does *omnivores* begin with? Omnivores eat both plants and meat. Look at the photo of the chimpanzee's teeth and have students tell what they notice about them? (Strong incisors and jagged molars to grind)
- Look at the illustrations on page 14. They support the text, explaining how carnivores, herbivores and omnivores chew their food in different ways.
- On page 20, this chapter tells about the different and complex ways animals with no teeth swallow their food.

Reading the Text

- Students read the text silently while you listen to individuals read aloud. Ask them to think about how different teeth serve a different purpose in the survival of these animals.

Fluency

- Check for fluency and understanding as students read aloud to you individually, while others read at their own pace. Remind students to pause where appropriate (at punctuation) to convey meaning.

Discussing the Text

Invite students to discuss what they have learnt about animals and their teeth. What were the key understandings of the book?

- What did you read about the teeth of carnivores, herbivores and omnivores?
- How did they differ and why?
- Explain the different ways carnivores, herbivores and omnivores chew?
- How are tusks used?
- Which animal with no teeth interested you the most and why?
- How did the author support the text throughout the book?

Writing

– Dictate the following sentences:

Different animals have different kinds of teeth. The kind of teeth they have depends on what they eat. Carnivores, herbivores and omnivores have different teeth according to what they eat and how they eat.

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

– Students research their favourite animal and write a few sentences about what food they eat and how their teeth help them chew their food. They draw a picture of the skull and teeth like the illustrator did in the text. They label the illustration.

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 a shark and a beaver are having a chat. Write a short play about what they might say to each other.
- **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.