

# A Lion Song

## GOALS

### Comprehension

Analyse characters  
Use illustrations to gain a deeper understanding  
Identify the main idea  
Predict outcomes

### Vocabulary

Understand usage of you're and your

### Fluency

Use expression and character voices when reading dialogue

### Writing

Explore song writing  
Complete a book review

### Word Study

– You're and your: Write these two words on the whiteboard. Ask students to discuss when you use them. *You're* is a contraction of *you are*.

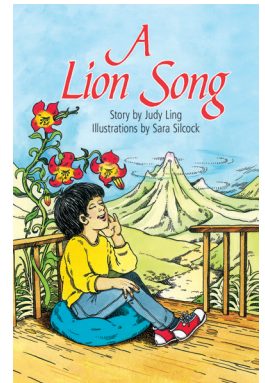
– Write these sentences from the text on the whiteboard to help students' understanding.

*How could I forget your birthday?*

*You're the best mother in the whole wide world.*

### Before Reading

- Have students tell what they see from the cover. Ask: What is going on? What does the title suggest you will be reading about?
- On page 2, the boy tells his mother that he is going to the mountains to catch a lion song. The mother tells him there are no lions in the mountains but he says there are. Have students discuss if it is possible to catch a song.
- Look at the illustration on page 4. Ask: Does the boy look like he is ready to catch a song? Find the word *binoculars*. Run your finger under it and say *binoculars*. The boy has a pair around his neck.
- Go to the illustration on page 7. The boy's mother is very worried as he had been gone all day. Ask: Does it look like the boy has caught a lion song? He is sharing it with his mother. How do they both look, listening to the song?
- On page 8, he goes to bed telling his mother that tomorrow he would catch a tiger's song.
- Look for the word *rafters* on page 10. Ask: What three letters do you *expect* rafters to begin with? Do you know what a rafter is? If you don't know, how can you find out the meaning of rafters? (Read the sentence it is in, read on or look it up in a dictionary.) Students must remember not to read on if they don't understand the meaning of a word – always find out.



The little boy wanted to give his mother a song, a very special song. Because he was a child, he did not have to make one up, he could go to the mountains and catch one.

- Read page 12 to students as a model for reading dialogue with expression and character voices.
- The boy has changed his mind and is desperate to find his mother a bird for her birthday as he remembered she loved the song of a bird the most.
- On page 16, the boy goes to look in the mountains and sees the woman sitting on the bench again. She says that beyond the mountains there is a man with a golden songbird but the boy must walk fast to get back before dark. What do you think is going to happen in the story?

### **Reading the Text**

- Invite students to read the text silently while you listen to individuals to help meet their individual needs. Invite them to think about how determined the boy was to make his mother happy.

### **Fluency**

- Remind students to make sure when they are reading aloud and in their head that they use appropriate character voices to match the language.

### **After Reading**

Invite students to discuss their thoughts about *A Lion Song*. Prompt if needed.

- Was your prediction correct? What was the same/different?
- Do you think the boy caught the song or had a wonderful imagination?
- How would you describe the character of the boy? What kind of person was he?
- What was the main message of this story?
- Do you think the heading suited this book? What title would you have chosen if you disagree and why?

### **Writing**

– Students reread the song the boy caught from the lion on page 6. They write a song that the beautiful golden songbird would have sung for the boy's mother. They use the gentle nature of the bird and its beauty in the song.

– Students review *A Lion Song* to encourage or discourage others from reading it. What are your thoughts? What would you give it out of 5 stars and why?

### **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: Catch a fierce tiger song and write it down before it disappears into the mountains.
- 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 Garden Party

## GOALS

### Comprehension

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

### Vocabulary

Understand compound words

### Fluency

Vary pace of reading and use expression to suit the reading situation

### Writing

Write a reflection  
 Creative writing relating to the text  
 Research and present findings

### Word Study

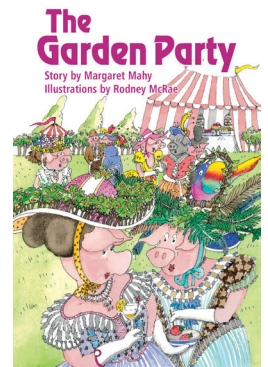
– Compound words: Write these compound words from the text on the whiteboard.

*straw* + *berry* = *strawberry*    *water* + *lilies* = *waterlilies*    *butter* + *flies* = *butterflies*  
*wind* + *mill* = *windmill*

– Talk about the spelling of the base word within the compound word and discuss what role they play in the meaning of the compound word.

### Before Reading

- Together look at the cover. Ask: What do you notice about this garden party?
- On page 2, Mrs Trotter is making a hat to wear to the garden party. Have students tell what they see through the window. (It's the breeze and it is listening to Mrs Trotter speak to her daughter Rosalind.)
- Look for the word *elegant* on page 6. Ask: What two letters do you expect *elegant* to begin with? Find *elegant* and clap the syllables. Mrs Trotter is telling Rosalind that the party is an elegant party for adults only.
- On page 8, ask students how Rosalind looks. (unhappy) Do they notice that the breeze is following Mrs Trotter?
- Look at the illustration on pages 10 and 11. Ask: What can you see? (party, hats, breeze) What is the breeze doing?
- On pages 12–15, have students comment on the fancy hats. They are very fancy. One has a merry-go-round and another is covered in tame butterflies.
- Look at the illustration on pages 16–17. Ask: What do you notice about the breeze now? (stretching itself into wind) What will happen if the breeze blows hard at the garden party?
- Model varying pace and expression by reading page 18 to students. Remind them that this is how you want them to read when they read individually to you.



Mrs Trotter was going to the garden party but she wouldn't let Rosalind go. The hats at the garden party were particularly wonderful. The breeze wanted to help Rosalind and turned into a wind so that she got to a garden party after all.

**Reading the Text**

- Turn back to the beginning of the book. Have students think about how Rosalind feels about the garden party.

**Fluency**

- Invite students to read the text silently while you listen to them individually, encouraging a variety of expression and varied pace.

**After Reading**

Ask students to share their thoughts. Prompt if needed.

- Was your prediction about what would happen when the wind blew correct? What was different?
- What lesson do you think the breeze was teaching Mrs Trotter?
- How did Rosalind feel at the beginning, middle and end of the story. Show evidence when you talk about each stage.
- Was the breeze a good friend to Rosalind?
- Do you think the illustrations supported the text and helped you with your understanding of this tale? (show supporting evidence)

**Writing**

– Students imagine they have been invited to the garden party. They design and label their own fancy hat. They provide details about why they chose certain design aspects to the hat. They make hats as imaginative as the others hats at the garden party.

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

Beginning, middle, problem, ending, solution

**Home/School Link**

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

- Writing: You are invited to a garden party. Write a description of the hat you will wear.
- 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.

# Dragon Fire

## GOALS

### Comprehension

Predict outcomes and interpret the text

Make inferences

Summarise information

Draw conclusions

### Vocabulary

Words within words

### Fluency

Model fluency, use your voice to build suspense and create atmosphere

Use expression and character voices when reading dialogue

### Writing

Character analysis

Reflective emotional writing

Summarising

### Word Study

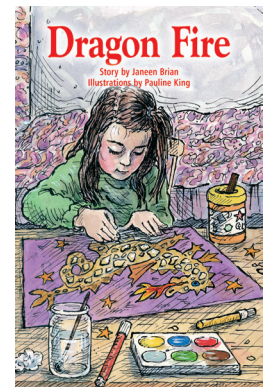
– Words within words: Write these words from the text on a whiteboard. Ask students to identify the words within the words that help to read them.

*eggshell, downcast, activities, dragon, matches, unwrapped*

Explain that when they come to an unknown word when reading, they should look for a smaller word within it to help them decode the word.

### Before Reading

- Look at the cover of *Dragon Fire* and ask students what they think the story will be about. The girl on the cover is the main character, Jess Carter. She loves to draw dragons.
- On page two, look for the word *flickered*. Ask: What consonant blend does *flickered* begin with? Clap the syllables.
- Look at the illustration on page 4. Ask: What has happened to Jess's painting of the dragon? (Water had spilled on it.) Jess screams and her mother comes in and sees two little feet sticking out from under Jess's bed. It is her little brother. He has knocked water over her newly painted dragon. It's ruined. Ask: How do you think Jess feels?
- In Chapter Two Jess goes to her first Brownie's meeting. She is very excited and nervous. Look at the illustration on page 8. A firefighter called Mr Hopkins has come to talk to the girls about fire safety and what to do if there is a fire.
- Look for the word *grumbled* on page 12. It starts with the consonant blend gr-. Find it and clap the syllables. Ask: Do you think Jess is still mad at Simon?



Jess's heart sank when Mr Hopkins started talking about fire safety at Brownies. She would rather be doing activities. She listened anyway, and within a few hours she would be very glad that she did.

- On page 14, look for the hyphenated word *blood-curdling*. Find it and run your finger under it. Jess's brother Simon has suddenly caught on fire and he is letting off a blood-curdling scream. Ask: What do you think Jess is trying to do in the illustration?
- On page 16, find the word *ambulance*. Ask: What two letters would you expect to find at the beginning of ambulance. Find it and clap the syllables.
- Read the text on page 16 stages and have students note your fluency. They note how you use your voice to build suspense and create an atmosphere. Tell them that this is how you would like them to sound when they read to you later. Ask: What do you think will happen at the end of the story? Will Jess's brother be alright? Do you think a dragon caused him to be on fire?

### **Fluency**

- When you listen to students read, prompt them for phrasing and fluency. Remind them to set the scene with their character voices creating suspense and excitement.
- Students read the text silently while you listen to individuals read aloud. Ask them to think about how lucky it was that Jess joined Brownies that week.

### **After Reading**

Invite the students to discuss *Dragon Fire*. Prompt if needed.

- Were your thoughts about the ending correct? What was different?
- What did you think of the ending?
- What was the lesson you learnt from the story?
- Do you think Jess was brave?
- How did the author let you know Jess was upset about her brother's burns? (Provide evidence from the text.)
- When Jess got an award from the firefighter, how do you think she felt?
- How do you think Jess and Simon felt about each other at the end of the story?

### **Writing**

– Students write a get-well card for Jess's brother Simon. Inside the card they are to write exactly how Jess feels about her brother, describe her worries about the situation and the hope that he will get well soon.

– Have students do a character web about one of the characters from the story. Write the character's name in the middle circle and construct a web describing his or her character and traits. In each circle include evidence from the story supporting the description of Jess, Simon, Mrs Carter, Beccy, Brown Owl or Mr Hopkins.

### **Home/School Link**

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

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

# The Wonderhair Hair Restorer

## GOALS

### Comprehension

Analyse characters  
Find meaning from content  
Make inferences  
Predict outcomes

### Vocabulary

Understand adding s to a word

### Fluency

Use a sense of characterisation when reading dialogue

### Writing

Character analysis  
Creative writing

### Word Study

– Add s to words: We add s to words for two reasons – to make plural nouns (dog, dogs) and to form the third person singular of the present simple tense (I sing, you sing, she sings).

Write these words from the text on the whiteboard.

sign + s = signs

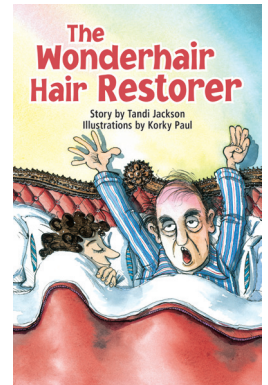
scissor + s = scissors

clipper + s = clippers

– There are exceptions. We add es if the word ends in ch, s, sh, x or z. We take away f or fe and add ves (calf, calves). We take away y and add ies (baby, babies).

### Before Reading

- Read the blurb to students and have them look at the cover. Ask: What might the solution be?
- On page 4, Charlie's dad is very upset because he is bald and has tried a Wonderhair Hair Restorer but it isn't working.
- Look at the illustration on page 7. Ask: What is Charlie up to? Discuss that Charlie is mixing her own wonderful brew of garden fertilisers to help her Dad's hair grow.
- On page 9, look at the illustration. Ask: Does Charlie's dad look happy about his new brew? (Stinky wave of air above his head like a compost heap)
- On pages 10-11, ask: What is happening in the illustrations now? (Flowers and grass are growing out of his head.) How does he feel? How can you tell? What is the reaction of the people at work? What about Charlie? How does she feel? (Guilty and worried)
- On page 16, look for the word *triffid*. Run your fingers under it and say *triffid*. Ask: Do you know the meaning? How can you try to work out the meaning? Read the sentence, read on and if not, use a dictionary. (A triffid is a fictitious plant species.)



Dad is worried because he is losing his hair and even his Wonderhair Hair Restorer can't restore it. His daughter comes up with a solution, but is it the right one?

- Have students listen to you read page 18, noting your change of voice for the different characters when reading dialogue. Tell them that this is how you would like them to sound when you listen to them read later.
- Ask: What do you think is going to happen in the rest of the story?

### **Reading the Text**

- Ask students while they are reading to think about if Charlie helped her dad or not.
- Students read the text silently, while you listen to individuals read aloud.

### **Fluency**

- While listening to the students read one on one, prompt them to use a variety of character voices when reading dialogue.

### **After Reading**

Invite students to discuss the narrative *The Wonderhair Hair Restorer*. Prompt if needed.

- Did your prediction of the ending happen? What was the same/different?
- What was the main message in the story?
- Do you think Charlie taught her dad to be happy with who he was? (Show evidence)
- Do you think Charlie would have learnt a lesson throughout the story?
- Do you think the illustrations supported the text well? (Show supporting evidence)

### **Writing**

– Students write a few sentences for each response in a character analysis of Charlie.

1. Character description
2. Major challenges
3. Responses to challenges
4. How did the other characters feel about her?

For each response provide evidence from the book and the page number.

– Students write a few paragraphs about what Charlie does with her discovery of a Wonderhair Hair Restorer brew. What do you think she could do with this amazing brew to change people's world for the better?

### **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 that people might want to have flowers growing on their heads. Think of a good name for a brew and write some words to go on the bottle to persuade people to buy it.
- Thinking: Answer five comprehension questions about the text.
- Record: Students read and record part of the story by themselves and save it for you to listen to later.



# The Little Old Lady Who Danced on the Moon

## The Little Old Lady Who Danced on the Moon

### GOALS

#### Comprehension

Analyse characters  
Find meaning from content  
Make inferences  
Predict outcomes

#### Vocabulary

Understand the gh letter pattern

#### Fluency

Adjust the pace, volume and expression to suit the reading situation

#### Writing

Character analysis  
Explore the main message of the story

#### Word Study

– gh letter pattern at the end of the word: Write the word *laugh* on the board. Talk about when the letters gh are written together at the end of a word they make a /f/ sound. Ask students to say any gh words they know that make the /f/ sound. Write them down and use them in a sentence, e.g. *enough, tough, rough*

#### Before Reading

- Look at the title and ask: Is it possible to dance on the moon?
- On page 2, have students look at the illustration showing the old lady living on the edge of the village, feeding the birds and have them discuss what kind of person she is. Look for the word *village*. Ask: What two letters does village start with? Find it and clap the syllables.
- On page 4, look at the villagers in the illustration. Ask: How are they treating the little old lady? They believe she is strange because she keeps telling them she danced on the moon. She gets very lonely. Read the two sentences with the bold words. Students listen to how you say *have* and *really*. The author wants you to emphasis them when you read them.
- On page 10, the children are flying their kites. The little old lady says that she has never flown a kite but has danced on the moon. Look for the word *impossible*. Ask: What two letters do you expect *impossible* to begin with. Students find it and run a finger under it as they say it. The small boy in the illustration believes that maybe she did dance on the moon.
- On page 14, look for the word *exclaimed*. Tell students that this is another word to use instead of *said*. It starts with ex. They find *exclaimed* and clap the syllables. The milkmaid has lost her cow. The little old lady says how wonderful it would be to have rich cream for her cereal.
- Look for the word *muttering*. Tell students that it begins with mu. Ask: What three letters do you expect *muttering* to end with? Run your finger under the word as you read it.



No one in the village believed the little old lady when she said she danced on the moon. Until one night, when the moon was full, the villagers went to find her and they saw that it was true.

# The Little Old Lady Who Danced on the Moon

- On page 18, it is the night of the winter festival and the villagers are celebrating. The little boy is worried something has happened to the old lady. He runs out of the door to look for her.
- Look at the illustration on page 20. Ask: How do the people of the town look like? Do they look worried? What do you think has happened to the Little Old Lady? Where could she be?

## **Reading the Text**

- Turn back to the beginning of the book. Ask students to think about how you would feel if people wouldn't listen to you when you believed what you said to be true.
- Invite students to read the text silently while you listen to individuals to help meet their individual needs.

## **Fluency**

- While listening to the students read one on one, prompt them to adjust pace, volume and expression to suit the text.

## **After Reading**

Invite students to discuss the narrative *The Little Old Lady Who Danced on the Moon*. Prompt if needed.

- Did your prediction of the ending happen? What was the same/different?
- Did you believe the Little Old Lady had danced on the moon? Why? Why do you think the villagers didn't believe her?
- The Little Old lady was always happy in her knowledge she had danced on the moon. What does this teach you?
- What was the main message in the story?
- This book encourages us to look at the world differently. How?

## **Writing**

– Have students discuss the lessons learnt from the old lady. She never felt sad when people didn't believe her. She was gentle and confident in herself that what she was saying was the truth. Explain how she changed your thoughts about possibilities of achieving what others think is impossible.

– Character Analysis: Students write a few sentences for each response.

1. Character description
2. Major challenges
3. Responses to challenges
4. How did the other characters feel about her?

For each response provide evidence from the book and the page number it is on.

## **Home/School Link**

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

- Writing: Look at the picture on pages 6–7. Describe the clues the illustrator gives the reader that it is a windy day.
- 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.

# Cobwebs, Elephants and Stars

## GOALS

### Comprehension

Make inferences from the illustrations

Predict the main events throughout the story

Understand how the title relates to the events throughout the narrative

### Vocabulary

Start a sentence with the conjunction and

### Fluency

Read by varying the pace of reading and build suspense

### Writing

Identify the problems and solutions in the story

Complete a story map

Explore main idea

### Word Study

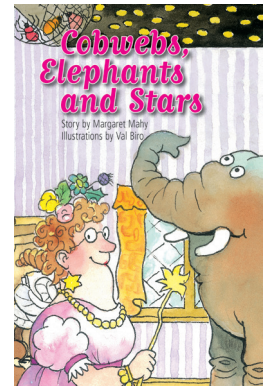
– Start a sentence with *and*: Write this sentence from the text on the whiteboard (page 22).

*“I will be able to study a star map as I do my exercises,” said Mrs Caliban. “And look! There are a few coins left over.”*

– Often the conjunctions *and*, *but* and *so* are used to coordinate a group of words that stand alone as sentences. Discuss the sentence from the text.

### Before Reading

- Students look at the cover of *Cobwebs, Elephants and Stars*. Ask: What do you think you will be reading about today? Read the blurb to them. That’s Mrs Caliban on the cover. Ask: Does she look like a wicked fairy?
- On page 6, Mrs Caliban is picking Barbara up from school for the first time. She asks Barbara what she did at school. Barbara says she has made a star map but the piece of paper is too small. She needs a piece of paper as big as a whole room.
- Look at the illustration on pages 8 and 9. Ask: What is the pelican doing? Mrs Caliban has a big problem. Where is she going to store her gold pieces that are in the pelican’s bill because now it wants to go back to California.
- On page 12, find the word *ceiling*. Mrs Caliban also has another problem with her ceiling. When she does her exercises, rain falls on her. She doesn’t want to fix it and disturb the spiders.
- On page 14, Barbara tells Mrs Caliban to fix it with her magic wand. She tells Barbara it only changes people into lizards. She still has her problem of needing a new money box and a ceiling that doesn’t rain on her when she exercises. Ask: How do you think Mrs Caliban can solve the problems she has? How do the elephants from the title fit into the story? What will happen in the rest of the story?



Barbara’s mum is going back to work so Mrs Caliban will be caring for Barbara after school. Barbara is worried. Is Mrs Caliban a wicked fairy and did she really turn Tim Burrows into a lizard just for putting a fried egg in her letterbox?

### **Reading the Text**

- Ask students to turn back to the beginning and tell them as they are read, they think about how the title relates to the events throughout the story.
- Students read the text silently, while you listen to individuals read aloud and attend to their individual needs.

### **Fluency**

- As students are reading, remind them to focus on varying the pace of reading and building suspense. You can read a page to them as you would like it to sound. Model it for them.

### **After Reading**

Invite students to discuss the book *Cobwebs, Elephants and Stars*. Prompt if needed.

- Did you predict how Mrs Caliban was going to solve her two problems?
- Did you think that was how the elephants would be a part of the story?
- Describe the two main characters.
- What do you think was the main message in the story?
- Do you think the title suited the story?

### **Writing**

– Students note that this story has a clear beginning, middle and end. They complete a story map, breaking up the important events of the story.

Title: Setting: Characters: Beginning: Middle (problem): End (solution):

– Students complete some independent writing. They divide the page into two columns with a heading Problem on one and Solution on the other. What were the problems in the story and what were the solutions to each problem? They write the three main problems and solutions under each column.

### **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 on how to stick gold pieces to a ceiling the way Barbara and Mrs Caliban did.
- 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.

# How Bread is Made

## GOALS

### Comprehension

Understand the topic  
 Read and interpret facts presented in different ways  
 Identify the main idea

### Vocabulary

Understand verb tense

### Fluency

Use punctuation and phrasing to suit text features and graphic elements  
 Self correct and listen to themselves read

### Writing

Summarise information from text  
 Design new concepts

### Word Study

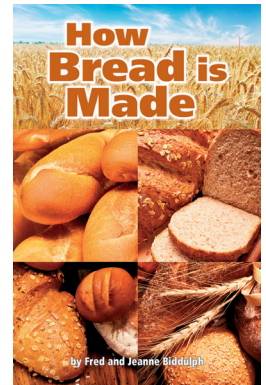
– Verb tenses: Look at verbs from the text and write them into three columns:

Verb	Past tense	Present tense	Future tense
mix	mixed	mixes	will mix
bake			
slice			
eat			

Talk about the changes to verbs and what students noticed.

### Before Reading

- *How Bread is Made* is an informational text. Ask: What is an informational text?
- Look at the Contents page to see how the author has chosen to organise this book. You can see they have chosen to break it up into the different types of bread, the main ingredient flour and how you make the two types of bread.
- On page 3, there are two main types of bread – leavened and unleavened. Read page 3 to students and have them listen to your use of punctuation and pauses. Tell them that this is how you want them to sound when they read to you later.
- Look for the word *husk* on page 4. It starts with h. Ask: What sound does the vowel u make in it? (short) Every part of the wheat flour is used except for the hard outer husk.
- On page 6, look at how the authors chose to support the text. Ask: What do you notice? (photographs of the ingredients) How does this help the reader?
- On page 7, yeast is a simple kind of living fungus that is added to the dough to make it rise. Yeast does this by giving off a gas called carbon dioxide. Find the word *dioxide*. Ask: What two letters would you expect *dioxide* to begin with? Find it and clap the syllables.
- On page 10, have students find the word *kneading*. It has a silent k at the beginning. The process of kneading changes the mixture into dough. This can be done by machine or hand.



Making bread is a good way of seeing how some things can be changed. Find out about the different sorts of bread and how a basic loaf is made from a few simple ingredients.

- On page 11, find the word *proving* in the chapter heading. Ask: Do you know what proving is? If not, in this section we will read about this process.
- On page 14, the photograph shows a moulder. It is a machine that shapes the loaves ready to be baked. Before baking the dough, seeds can be added for more flavour and goodness.
- On pages 16 and 17, the loaf is now ready to be baked and ready to be sold in the shops.
- Look for the word *roti* on page 20. Ask: What two letters do you expect *roti* to begin with? Find *roti* and clap the syllables. Students notice the small word *rot* in it that helps to read and spell the word. *Roti* is a form of unleavened bread.

### **Reading the Text**

- Students read the text silently, while you listen to individuals read aloud. Ask students to think about how complex bread is to make.

### **Fluency**

- When the students are reading silently to themselves, listen one on one to a student prompting the use of punctuation when needed. Remind them to listen to themselves read and if what they are reading doesn't make sense, to go back and self correct.

### **After Reading**

Invite students to discuss their thoughts on the text. Prompt if needed.

- What did you learn/read about making bread?
- What are the steps to making bread? (Provide evidence from the text.)
- Explain the process of proving.
- What is the difference between leavened and unleavened bread?
- Considering the lengthy process that goes into making bread to be sold at the shops for you to eat daily, are you surprised a loaf only costs a few dollars?

### **Writing**

– In bullet point form, write out the steps required to make a loaf of bread. e.g.

1. Harvest and grind grains of wheat to powder.
  2. Mix the five main ingredients – flour, yeast, sugar, salt and water – to make the mixture.
- Students imagine they are a baker who owns a bread shop and people are asking for a new savoury and a new sweet bread flavour. They think about what two breads they would bake to sell in the shop. List the ingredients to add to the basic dough and what would they name the new savoury and sweet bread. Decide on the cost of the loaves. They draw a picture of what the bread would look like and label it appropriately.

### **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: Damper is a kind of bread that can be made in a camp fire. Research damper and write simple instructions on how to make it.
- 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.

# What is Rock?

## GOALS

### Comprehension

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

### Vocabulary

Understand syllables

### Fluency

Listen to themselves read and self correct  
Adjust the pace and volume to suit the reader's situation

### Writing

Dictation and listen to syllables in a word to help with spelling  
Internet research  
Prepare a short talk to share

### Word Study

– Understand syllables: All syllables must contain at least one vowel (or y at the end of the word), e.g. very. Write these words on the board. Say them and clap them together to find out how many syllables they contain. Then check for the vowel sounds in each syllable.

sed/i/ment/ar/y (5)

met/a/mor/phic (4)

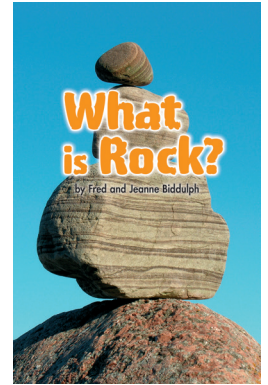
ob/sid/i/an (4)

ig/ne/ous (3)

ma/ter/i/al (4)

### Before Reading

- *What is Rock?* is an informational text. Ask: What do you already know about the rocks?
- Look at the contents page and read the chapter headings. Ask: Do you know anything about what you are about to read?
- On page 3, you will read about what scientists believe rock is. Look for the word *conglomerate*. It starts with *con*. Clap the syllables and run your finger under it as you say *conglomerate*. This is rock that has naturally cemented itself together.
- On page 4, this chapter is about igneous rock. Look at the photograph. Ask: What do you think igneous rock is made from? (magma from the volcano)
- On page 8, sedimentary rock is broken off rock that is buried and squashed together over time. The individual layers can be seen in the photo.
- Look at the illustrations on page 11. Ask: What information will you learn from this illustration? (how coal is formed) Read the three stages and have students note your fluency. Tell them that this is how you would like them to sound when they read to you later.



We live on rock, our land is made of it, our oceans lie on top of it, many of our roads and buildings are made from it, but what exactly is rock?

- On page 12, heat and pressure can change rock. This is known as metamorphosis. Look for the word *pressure* on page 13. Ask: What three letters do you expect *pressure* to begin with? Run your finger under it and say *pressure*.
- On page 16, the authors have chosen to present information about rock size in a chart. Ask: Why do you think they decided to use a chart?
- Look for the word *minerals* on page 20. Ask: What three letters do you expect *minerals* to begin with? You will read about how minerals determine what colour a rock will be.

### **Reading the Text**

- Students read the text silently, while you listen to individuals read aloud. Ask them to think about how fascinating rocks 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 should try to maintain a suitable pace when they are reading but not to rush.

### **After Reading**

Invite students to discuss their understanding of the text *What is Rock?* Prompt if needed.

- What interesting facts did you read/learn about rocks?
- Have you ever seen any of the rocks you read about in this text? Explain what you saw.
- Explain why rocks are different colours.
- How can rocks give us information about the area where they are found?

### **Writing**

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

*Scientists put rocks into groups based on how they were made. They put rocks into seven groups based on their size. To them, rock can be smaller than a grain of sand up to huge boulders.*

– Students research a rock on the internet. They see what interesting information they can find to share with a small group. They prepare a one-minute talk when they regroup 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: Using some words from the book, make a list of “rocky” names for a rock band – for example, Stone Skeleton and the Sedimentaries.
- 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.



# How Do Fish Live?

## GOALS

### Comprehension

Predict and interpret text  
Use graphic organisers to clarify meaning  
Summarising information

### Vocabulary

Understand adding -ing

### Fluency

Vary intonation to convey the author's information

### Writing

Dictation and listening to the sounds they hear in words.  
Summarise information

### Word Study

– Adding -ing: Write these words from the text in sum format.

swim + ing = swimming; surround + ing = surrounding; search + ing = searching;

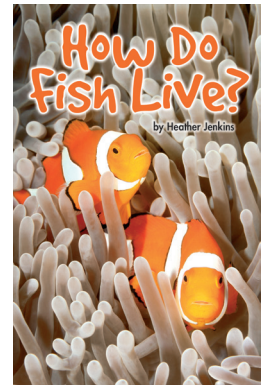
move + ing = moving; fly + ing = flying

Ask students what they notice about adding -ing to a word.

- 1) If a word ends in e, drop the e and add -ing.
- 2) If a word ends in a single consonant with a single vowel before the consonant and the emphasis is on the final syllable, double the final consonant and add -ing.

### Before Reading

- *How Do Fish Live?* is an informational text. Talk about what students already know about how fish live. Read the blurb to students to set the scene on what they will be reading. Look at the table of contents for how the author has organised the book?
- Fish live in water, some fish live in freshwater and some live in saltwater.
- On page 5, look for the word *temperature*. Ask: What three letters do you expect *temperature* to begin with? Run your finger under *temperature* as you say it, then clap the syllables and say it again. Fish swim in water that is the right temperature for them.
- Read the fact box on page 7 and have students note your fluency. Tell them that this is how you would like them to sound when they read to you later.
- Look at the illustration on page 9 on how a fish breathes. Discuss the information shown in the illustration.
- On page 10, most fish swim by wriggling their bodies and tails from side to side. Look at the supporting diagrams on pages 10 and 11 and discuss.
- On page 13, look at the illustration of the swim bladder. This shows where it is and how it helps a fish swim.



Fish are cold-blooded animals. Find out how they breathe, how they swim, how they see and how they hear.

- On page 18, look for the word *vibrations*. Ask: What three letters do you expect *vibrations* to begin with? Run your finger under it as you say vibrations.
- Look at the illustration on page 19. It shows information about the lateral line of a fish. Fish pick up vibrations through their lateral line.
- Look for the word *developing* on page 21. Ask: What two letters do you expect *developing* to begin with? Run your finger under it as you say the word, then clap the syllables and say the word again.

### **Reading the Text**

- Students read the text silently. Ask them to think about how complex it is for a fish to be able to swim but how easily they make it look. Listen to students read one on one, attending to their individual needs.

### **Fluency**

- Remind students to concentrate on varying intonation to convey the information in an interesting way.

### **After Reading**

Invite students to discuss what they have learnt about how fish swim. What were the key understandings of the book? Prompt if needed.

- Explain how fish swim.
- Explain how fish breathe.
- What did you learn about fish that interested you?
- How does the lateral line work?
- Go to the fact box on page 22, “Baby Sharks”. What does this information tell you about the ocean and what it is like to live there as a shark/fish?
- How has the author provided the information about how fish swim?

### **Writing**

– Dictate the following sentences for students to write. You could put words students are unfamiliar with on the board and discuss their spelling before the dictation. e.g. bladders and surface.

*Sharks and rays don't have swim bladders. If they do not keep swimming all the time, they will sink. The swim bladder helps the fish to dive to the bottom and rise to the surface.*

– Have students summarise how fish swim in two paragraphs. They use information from the text and write the page number where they got the facts. They can include an illustration to support the text as the author has done throughout this book.

### **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 paragraph to explain some differences between people and fish.
- 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 Birds

## GOALS

### Comprehension

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

### Vocabulary

Develop proofreading and editing skills

### Fluency

Listen to themselves read and self correct  
Use appropriate pauses to adjust the pace to suit the reader's situation

### Writing

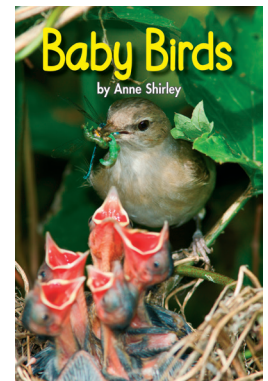
Develop dictation skills  
Research information and facts  
Summarise information  
Present information in a well-structured manner

### Word Study

– Proofreading skills: When students complete a written task, they should proofread their work by looking for spelling mistakes and attempting to spell them correctly. They then ask another student to proofread and edit their work before handing it in.

### Before Reading

- *Baby Birds* is an informational text. Talk about what students already know about baby birds. Read the blurb and to set the scene about what they will be reading and to demonstrate pausing at punctuation.
- Briefly look at the contents page to see how the author has chosen to organise the book. The first two chapters are about eggs and nests.
- On page 9, look for the word *incubate*. Ask: What two letters would you expect *incubate* to begin with? Find *incubate* and clap the syllables. The mallee fowl incubates the eggs (producing heat) in a compost heap. Ask students if they know why the eggs need to be kept warm?
- Look at the photograph on pages 12–13. Ask: What does the photograph show? The author has placed captions around the photograph explaining what nests are made of.
- Find the word *enemies* on page 15. Clap the syllables. Many eggs are coloured or speckled so that the bird's enemies find it hard to see them.
- On page 18, there are some photographs showing a duckling hatching. Students should read the captions below the photographs when they are reading. This is important information to support the photographs.



Baby birds begin their life as eggs, usually in a nest. The nest might be in a tree, on the ground or even on top of a chimney. Follow the lives of different chicks as they emerge into the world to the care of their parents.

- On page 21, look for the word *fledglings*. It starts with the letter blend fl-. Run your fingers under it and say *fledglings*. Baby birds are often called fledglings.

### **Reading the Text**

- Students read the text silently, while you listen to individuals read aloud. Ask them to think about how much work is put into baby birds being born.

### **Fluency**

- Remind students to remember to listen to themselves read and self correct if what they are reading doesn't make sense and pause appropriately at punctuation as demonstrated earlier.

### **After Reading**

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

- Talk about some of the interesting birds you read about. What was so amazing and different about them?
- What interesting fact did you learnt about baby birds?
- Did the author make reading about *Baby Birds* enjoyable?
- Does this book remind you of any experiences you have had with baby birds?
- How has nature given baby birds the best possible chance of survival? (Provide some supportive information from the text.)

### **Writing**

– Read these sentences out slowly to students, reread at the end so they can add missed words and correct spelling. Remind them to say the words slowly and listen to the sounds and write down what they hear.

*All birds lay eggs. The eggs are where baby birds grow until they hatch. Most birds lay their eggs in nests. When they hatch baby birds beg for food from their parents until they can fly .*

– Have students imagine they are the author of this book and they are going to write another chapter. They research a chapter that would be titled “Learning to Fly” or one of their choice. They look at how the author has presented other chapters and follow the pattern. Remind them to include illustrations, photographs and facts.

### **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 paragraph about a chick in the book that gives clues to what kind of bird you are. Read your paragraph to a friend and see if they can guess which bird you are.
- 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.