

The King's Treasure

GOALS

Comprehension

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

Vocabulary

Understand apostrophe for possession

Fluency

Focus on intonation and pace to build suspense

Writing

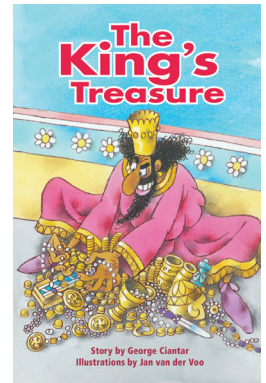
Read self evaluation
 Creative writing

Word Study

– Apostrophe for possession: Write the title of the book on the whiteboard. Explain that the apostrophe shows that the singular noun owns something. In this case the king owns the treasure – *The King's Treasure*.
 – Discuss where the apostrophe goes if the noun is plural. *The two prisoners' treasure*
 Ask students to share more examples.

Before Reading

- Look at the cover of *The King's Treasure*. Ask: What can you tell about the king and his treasure? Discuss your thoughts.
- On page 2, in an ancient land there lived a king who liked nothing better than collecting treasure. He taxes his people heavily and they become poor but the king doesn't care.
- Look for the word *treasury* on page 4. Ask: What three letters would you expect to find at the beginning of *treasury*? (A treasury is where a treasure is stored.) The king catches his most trusted servant trying to break into his treasury door. So he hires guards to stop people stealing his treasure. Then he has a nightmare that they are trying to steal his treasure so he hires more guards to watch them.
- On pages 6-7, look at the illustration and ask students what they think is going on. (The king has hired too many guards to watch each other.) Ask: What would stop the guards from breaking down the door to steal the treasure. The king is obsessed and can't sleep or eat.
- A man comes to the palace on page 8 and introduces himself as Carib, a carpenter, an engineer, a tunneler and an inventor. He promises to secure the treasure as long as he can work alone as his inventions are secret.
- Look for the word *vault* on page 14. Ask: What two letters would you expect to find at the beginning of *vault*? (A large room to store things, usually underground)



The people have a problem. They are poor because the king takes all their money. The king has a problem, too. He is worried that someone will steal his treasure. Is it possible to solve both problems at once?

- Carib invents a cleverly hidden trapdoor. The treasure boxes go in, they are sorted in to the vault and are safe. The king's prime minister says he should keep a small portion of his treasure to live on and the rest will be safe in his vault forever.
- The king rewards Carib well. Ask: What are your thoughts about Carib's vault? Has he tricked the king? What do you think will happen at the end of the story?

Fluency

- Read the last paragraph of page 18 to students. They listen to your fluency and the suspense you build up with your voice. Tell them that when they are reading, they should focus on fluency and pace.

Reading the Text

- Turn back to the beginning of the book. Remind students that while they are reading they should think about how Carib tricked the greedy king and is his treasure safe in the vault?

After Reading

Invite students to share their thoughts on *The King's Treasure*. Prompt if needed.

- Was your prediction of what would happen at the end correct? What was different/the same?
- What happened to the king because of his greed?
- The people of the town were looked after by Carib. Do you think what he did was right or wrong? Why?
- Was Carib kind and generous or was he greedy, too?

Writing

– Students write a few paragraphs from Carib's point of view and they trick the greedy king into putting his treasures into the vault. Ask: What would you have done with the treasure? Would you have helped the people of the village like Carib and how would you have spent it? Or would you have kept it for yourself? Give details.

– Students give themselves a reading rating out of 10.

How did you go reading to yourself? /10

How did your fluency sound when you read aloud? /10

Did you fully understand the story? /10

Write a learning goal for the next time you read in guided reading.

How could you achieve this goal?

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 letter to the editor of a newspaper giving the reasons why a king should share his treasure with the people in his kingdom.
- 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 Soil?

GOALS

Comprehension

Read and interpret facts presented in different ways
Use graphic elements to find and clarify information
Find meaning from content

Vocabulary

Suffix -ic

Fluency

Listen to themselves read and self correct
Adjust pace and volume to show understanding of the facts

Writing

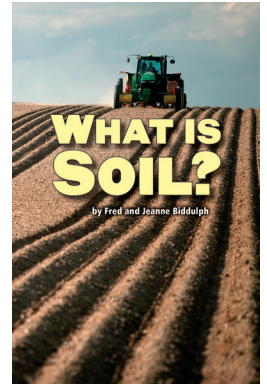
Dictation
Listen to the sounds in words
Summarise

Word Study

- Suffix -ic: This suffix turns a noun into an adjective, for example, hero/heroic, allergy/allergic. Have students scan the text to find words with the suffix -ic and say what they mean. (page 16 *acidic*; page 3 *organic*; page 3 *inorganic*)
- Brainstorm a list of other words ending in suffix -ic with their meanings and say what the base word is. (mimic, diabetic, volcanic)

Before Reading

- *What is Soil?* is an informational text. Have students look at the cover and tell what they already know about soil.
- Look at the contents page to see how the author has organised this book. Ask: What do you notice?
- On page 3, look at the illustration that the author has used to support the text showing what soil is made of – water, air, organic material and inorganic material. Discuss the difference between inorganic and organic.
- On page 4, find the word *bacteria*. Ask: What three letters would you expect *bacteria* to begin with? Bacteria are tiny organisms that help break down the organic matter in soil.
- On page 5, find the word *nodules*. Run your finger under it as you say *nodules*. Tell students that nodules are little lumps and some plants have little nodules on their roots that help the plant grow.
- On page 7, the chapter is called “Is All Soil The Same?” Students will read about different soils and what makes them different. On the next page there is a chart that shows the three main soil types. Students look for the word *humus*. Humus is the black and dark brown part in soil. It is an organic matter that contributes to the moisture and nutrient retention of the soil.



Soil is amazing. It brings together weathered rocks, decayed plants and animals, and millions of bacteria to make a mixture that allows almost all the plants we know to grow.

- Look at the photograph on page 10 showing the different layers of soil. Read the labels to students. The layer of substratum is the deepest layer of rock and soil beneath the subsoil.
- On page 12, model reading the information, adjusting the pace and volume to show that you understand the facts.
- On page 15, look for the word *alkaline*. Ask: What are the first three letters you are expecting to find? Alkaline soil is when soil contains a chemical compound in it called alkali, a basic salt. The pH level is important when finding out how much alkali is in soil. This lets gardeners know what plants will be suitable for the soil.
- In the last chapter on page 22, there are ways of looking after soil because many living things depend on soil for their survival. Read this page to students to demonstrate fluency when reading an informational text.

Reading the Text

- Students read the text silently while you listen to individuals read aloud. Ask them to think about how important it is to look after soil as we depend on soil for survival.

Fluency

- Remind students to remember to listen to themselves read and self correct if what they are reading doesn't make sense and to adjust pace and volume to show an understanding of the facts.

After Reading

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

- What are the four main things that make up soil?
- On page 8 the authors chose to show different soil types in a chart. Why do you think they decided to do this?
- Explain why plants need specific types of soil to survive. Provide evidence from the text.
- Why is it so important to look after soil?
- What are some of the ways we are protecting soil?

Writing

- Read the blurb slowly to students. Reread again 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. *Soil is amazing. It brings together weathered rocks, decayed plants and animals, and millions of bacteria to make a mixture that allows almost all the plants we know to grow.*
- Write a summary of how we can help to look after soil.

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: Think of words that describe how soil looks, how it feels and how it smells.
- 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 Solar System

GOALS

Comprehension

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

Vocabulary

Understand the -est suffix (superlatives)

Fluency

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

Writing

Independent writing
Research
Prepare a short talk to share

Word Study

– The -est suffix: Write words ending with the suffix -est from the text. Write the base word and suffix as a sum and talk about the base word meaning and how adding -est changes the meaning.

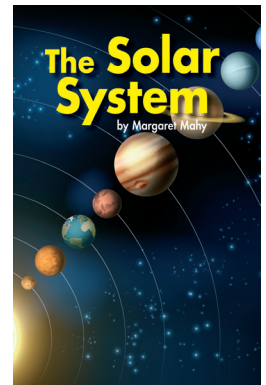
fast + est = fastest *close + est = closest* *hot + est = hottest*
grand + est = grandest *further + est = furthest* *big + est = biggest*

– Can students notice anything about the words, how they changed and if they can come up with some rules about adding the suffix -est.

1. Words ending with -est meaning *most*. These are called superlatives. Comparatives end in -er and mean more.
2. If adjective ends in consonant + e, remove the e (closest)
3. If adjective ends in a consonant + vowel + consonant, double the last letter (biggest)

Before Reading

- Ask students what they already know about the solar system. Turn to the contents page and comment on how it is organised into chapters with individual planets listed.
- Have students go to the index page. They look for the word *gravity*. Ask: What letter blend would you expect *gravity* to begin with? What page will you find it on? The index helps us find words and topics in a text.
- On page 2, read the fact box “Wandering Planets”. Have students listen to your fluency and how you pause when you read.
- On page 6, students will read about how the moon and sun orbit around each other. Earth takes 365 days to move around the sun but only 27 days for the moon to move around Earth.



The planets in the solar system are all different but they have some things in common. Find out about these interesting planets and the blazing star that holds the system together.

- On page 12, look for the word *atmosphere*. It has *ph* in it that makes an /f/ sound. Find it and clap the syllables. We could not breathe in the atmosphere on Venus.
- Look for the word *astronomers* on page 17. Ask: What three letters do you expect *astronomers* to begin with? Find it and run your finger under it when you read it. Do students know what an astronomer is?
- On page 22, have students find the word *asteroids*. It begins with /ast/. Find *asteroids* and run your finger under it as you say the word. If students don't know what an asteroid is, read the first sentence of this chapter.

Reading the Text

- Students turn back to the beginning and read the interesting facts about the solar system.
- Invite students to read the text silently, while you listen to individuals read aloud. Ask them to think about how little we know about our solar system and that we are constantly trying to learn more when we 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.

After Reading

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

- What interesting facts did you read/learn about the solar system?
- Explain how Earth and moon move around the sun.
- Could you imagine landing on a planet? Which would you choose and why?
- How do we continue to learn more about the solar system?
- Why was Pluto renamed as a dwarf planet?
- Have you ever seen a comet or looked through a telescope at a planet?

Writing

– Students imagine they are a scientist and have devised a way to maintain life on the planets. Ask: What planet do you want to find out more about? Would you choose to live on another planet if you were given the opportunity? Which one would it be? What planet would you choose to fly to and explore and why? They write a few paragraphs to explain why.

– Students do further research on a planet. They share what interesting information they find with a small group. They prepare a one-minute talk when they regroup at the end of the lesson. Have them try to find a fact that they think no one else will 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: It is your job to rename all the planets. Write a list of alternative names that give a clue to what that planet is 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.

What I Want to Be

GOALS

Comprehension

Use the text and illustrations to predict the outcome of the narrative

Notice character changes

Make inferences

Draw conclusions

Vocabulary

Understand adding -ness to the end of an adjective

Fluency

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

Use character voices for dialogue

Writing

Analyse emotions of the main character

Review writing

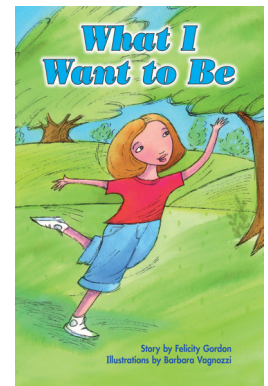
Word Study

– Suffix -ness: Write shy + ness = shyness on the whiteboard. Tell students that we have converted an adjective into a noun when we added the suffix -ness. A noun ending in -ness means the state of the original word – happiness means you are in a state of being happy.

Brainstorm other words ending in -ness that students know. Discuss what they notice about adding -ness to words.

Before Reading

- Have students look at the cover of *What I Want to Be*. Ask: What do you think today's story will be about? The young girl on the front cover is Angela. She secretly has ambitions to be an actor.
- On page 2, Angie has been asked to write a paper in five minutes about what she wants to be when she is older. Ask: Does she look like she is willing to share her secret in the illustration?
- Look at the illustration on page 9. Angie is sitting with Pop after school. He's asking her what is wrong. She decides to trust him and tell him her secret about wanting to be an actor.
- On page 13, look for the word *eavesdrop*. Ask: What two letters do you expect *eavesdrop* to begin with? Run your finger under it and say *eavesdrop*. Discuss the meaning. Pop tells everyone at dinner he has organised for Angie to have drama lessons with an old friend of his. Angie is eavesdropping when her mum and dad discuss their thoughts about her doing the lessons. Ask: Do they look supportive in the illustration?
- On page 16, read the first half of the page to students, modelling fluency and reading dialogue. Remind students that this is how you want them to read when they read to you.
- Look at the illustration on page 17. Angie has made it to the lessons and is very nervous but has a lot of fun. Her teacher Jane is seeing if she has the right projection and inflection in her voice to do different character voices.
- On page 23, Angie has a new confidence about herself and tells her class she wants to be an actor.



Angela's secret ambition is to be an actor, just like her grandfather, Pop, used to be. When Pop organises drama lessons for her, Angela gets the chance to discover if she can be what she wants to be.

Look for the word *spitefully*. Ask: What letter blend do you expect *spitefully* to start with? Annie Webb in her class who has been in commercials before said “Think of yourself as another Cate Blanchett, do you?” Why would Annie Webb speak like that to Angie?

- On page 28, Angie is auditioning for the school play. Ask: Do you think she will get a part?

Reading the Text

- Invite students to read the text silently, while you listen to individuals read aloud. Invite them to think about how brave Angie was to share her secret about wanting to be an actor and how sharing it changed her life.

Fluency

- Remind students to use character voices for dialogue. They vary expression, pausing appropriately at punctuation.

Discussing the Text

Invite students to discuss the narrative and their thoughts about *What I Want to Be*.

Prompt if needed.

- What was your prediction? How was it different/same?
- Do you think Angie was brave?
- How did Angie feel throughout the story at different stages? (Show supporting evidence from the text.)
- Did this story remind you of a moment in your life when you shared a secret and someone helped you to make it happen?
- What do you want to be and how are you already making that happen?

Writing

– Angie experienced many emotions throughout the story. Students scan the book and write down the emotions and why Angie felt the way she did. They provide supporting evidence from the text itself.

fear “It would be a lie anyway because I did know, but I wasn’t about to tell anyone yet. They’d just laugh at me.” page 3

courage “Yes, if you promise not to laugh.” I paused. “I want to be an actor.” page 8

– Students write a review about the first night’s performance of Angie’s school play. They write about her performance, how the audience reacted and if they would recommend it for others to see. They give a full review including moments of how they felt watching Angie’s performance. They give her a star rating out of 5.

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: Read page 19, and then write a script for a one-sided phone conversation with two different emotions in it. Read it to a friend and see if they can guess what the emotions were.
- 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.

From Flowers to Fruit

GOALS

Comprehension

Understand the topic

Use graphic elements to find and clarify information

Find meaning from content

Vocabulary

Long and short /o/ vowel sound

Fluency

Listen to yourself read and self correct

Use appropriate pauses at punctuation

Writing

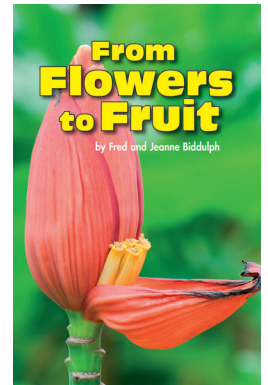
Summarise information

Word Study

- Vowel sounds: Write up words from the text and sort them into two columns for the short /o/ and the long /o/ vowel sounds. Remind students that long vowels sound like their names, for example, off (short), so (long). *oats, often, job, blown, oranges, pollen, grow, popping, only, pods*
- Students add more to the list and read them to a partner. They listen for the difference in the vowel sounds.

Before Reading

- *From Flowers to Fruit* is an informational text. Have students go to the contents page to see how the author has organised this text.
- On page 2, the author gives a brief outline about the subject of the text. Read the text to students. They listen to your fluency and notice where you pause for punctuation. Tell them this is how you would like them to sound when you listen to them read.
- On page 3, there is a picture of a life cycle of a flowering plant. Illustrations such as this one support the text. In information texts this is common.
- On page 4, look for the word *stamen*. Ask: What letter blend would you expect to see at the beginning of *stamen*? The stamen has two parts as shown in the illustration on page 4. Read the labels to students. Stamens help the plant to grow seeds.
- On page 5, look for the word *carpel*. Ask: What three letters would you expect to be in the first syllable of *carpel*? The carpel has three parts as shown in the illustration and photograph on page 5. Read the labels to students. The carpel is also needed to help the plant to grow seeds.
- On page 6, the author writes about pollination. This is when pollen from the male anther sticks to the female stigma. There are different ways a plant can be pollinated. The photographs and illustrations support the text and help with unknown words.



Flowers play a very important role in a plant bearing fruit and spreading seeds that grow into new plants.

- On page 15, ask: What three letters would you expect to find at the start of *fertilisation*? Find the word *fertilisation* and run your finger under it as you say it. A seed is formed once fertilisation occurs.
- On page 19 have students look at the photograph of the apples. The dead flowers can be seen on the end of the apples. While the seeds and fruit are growing, the sepals, petals and stamens of the flower die. Often these can be seen shrivelled up on the ends of the fruit.
- On page 20, once the seeds are formed, they need to be scattered so they can grow new plants. Different plants have different ways of scattering seeds.

Reading the Text

- Students read the text silently, while you listen to individuals read aloud. Ask them to think about how amazing nature is.

Fluency

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

After Reading

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

- Explain the role of the parts of a flower in making fruits and seeds, showing evidence from the text.
- Talk about plants that only have one stigma and what that means. (see page 17 – one stigma, one seed in the fruit)
- What way of scattering the seeds of a plant intrigued you the most? Why was that?
- How did the author make learning about flowers to fruit so easy and interesting to read? They show evidence from the text.

Writing

- Students write a few paragraphs to summarise the process from flowers to fruit. They should refer to the text for information, use the correct language and names of the plants to describe the process involved.
- Students draw and label the parts of a flower and write a short description under each label about the role it plays in the process of fertilisation of the plant.

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 a flowering plant and in your own words write about how it grows from a seed to a plant, using the information in the text.
- 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.

He Ran Because He Loved to Run

GOALS

Comprehension

Predict and interpret the text
Analyse characters
Draw conclusions

Vocabulary

Understand comparatives and superlatives

Fluency

Use intonation and phrasing to relay the author's message

Writing

Research
Analyse characters

Word Study

– Comparatives and superlatives: When an adjective has -er on the end, it becomes a comparative and is used to compare two things (slow/slower); -est makes it a superlative (slowest). Superlatives are used when comparing adjectives at the lowest or highest end of the spectrum.

– Discuss rules for comparatives and superlatives.

Comparatives: – 1 syllable adjectives add -er (tall/taller)

2 syllable adjectives ending in y, change to ier (happy/happier)

Other 2 or 3 syllable adjectives, use *more* (careful/more careful)

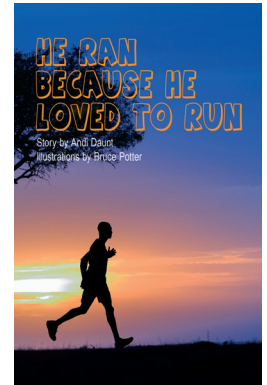
Superlatives: – 1 syllable adjectives add -est (tall/tallest)

2 syllable adjectives ending in y, change to iest (happy/happiest)

Other 2 or 3 syllable adjectives, use *most* (careful/most careful)

Before Reading

- In Chapter 1, the author introduces the main character Kipsang who lives in a small village in the Nandi Hills in the highlands of Kenya. He loves to run and he is very fast. Students will read about what life was like for Kipsang and his family.
- In Chapter 2, Kipsang's special friend Chui also likes to run fast. One day Kipsang rushes home full of excitement as his teacher has told him there will soon be a track meet in Kisumu and they are looking for the fastest runners. The elders meet and decide they will sell some chickens and goats at the market so there is enough money for the boys to go. The elders tell the boys that they can go but when they return they must give back to their village. Have students discuss their thoughts on this.
- On page 12, look for the word *sprawling*. Ask: What three letters do you expect *sprawling* to begin with? The two boys set off on a bus adventure to the race meet and they walk through the sprawling town of Kisumu to the Moi Stadium to sleep and wait for the race.



Kipsang and Chui are two Kenyan boys. They run to school every day. They run even when there is no school because they love to run. They even dream of running for their country in the Olympic Games.

- In Chapter 4 Kipsang and Chui are successful at the race meet and are asked if they would like to attend St Patrick's school where runners are given proper training.
- On page 17, look for the word *persevered*. Ask: What three letters do you expect *persevered* to finish with? Kipsang and Chui have never worn shoes before so they have to persevere (keep trying) until they get used to running in them.
- In Chapters 6 and 7, students will read about the disappointments, lessons learnt and achievement from races the boys enter. Chui decides to leave St Patrick's and join the police force, but they still meet up at track events.
- In Chapter 8, Kipsang goes to the Olympics and is very excited. He is running for Kenya in the 1500 metres. Ask: Do you think Kipsang will win a gold medal for Kenya?

Reading the Text

- Read page 2 to students as a model of fluency, making use of punctuation, phrasing and good use of intonation.
- Students read the text silently while you listen to individuals read aloud. Have students think about how proud Kipsang's village would have been to see him run in the Olympics.

Fluency

- While listening to students read one on one, help them focus on intonation and phrasing.

After Reading

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

- Was your prediction about Kipsang's Olympic race correct? How was it the same or different?
- How do you think Kipsang's family and villagers would have felt about him winning gold?
- What kind of person was Kipsang? Provide evidence from the text.
- The elders of the village played a huge role in Kipsang's life. Discuss students' thoughts.
- How do you think Kipsang felt about himself at the end?

Writing

– Students research a Kenyan runner, Wilson Kipsang, who specialised in long-distance running. Ask: Do you think that maybe the author Andi Daunt has based her character Kipsang on Wilson Kipsang? In a few paragraphs students write down the similarities and differences and write their thoughts about whether the story is based on Wilson Kipsang or not.

– Write a few paragraphs about how you think Kipsang's family would have felt back in the village when they heard the news that Kipsang had won gold at the Olympics. They had sacrificed a lot as a village and believed both boys could fulfill their dream. Ask: How do you think Kipsang would have repaid their faith?

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: Kipsang overcame many obstacles to achieve his dream. Write a paragraph about an achievement you are proud of and mention any obstacles you had to overcome to achieve 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.

Endangered Animals

GOALS

Comprehension

Find meaning from content
Understand cause and effect
Use graphic elements to find and clarify information

Vocabulary

Prefixes and suffixes

Fluency

Listen to themselves read and self correct
Adjust the pace and tone of reading to suit punctuation

Writing

Summarise information
Explore cause and effect
Research

Word Study

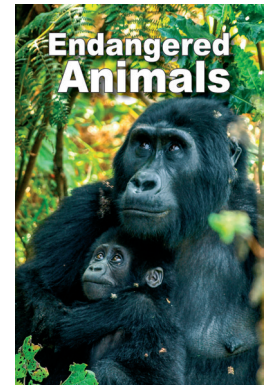
– Prefixes and suffixes: These change the meaning of a word. Prefixes are added at the beginning of a word and suffixes at the end. Discuss the difference in meaning of these pairs of words from the text with students:

flight/flightless, legally/illegally, threat/threaten, science/scientist, danger/endanger

For example, *endanger* means put into *danger*, expose to harm or threaten with extinction.

Before Reading

- *Endangered Animals* is an informational text. Discuss what students already know about endangered animals.
- On the contents page, have students look at how the author has organised the chapters. They read the headings silently. Ask: What do you expect to be reading about today?
- On page 2, the author has given a definition about what it means for an animal to be endangered. This is when there are only a few left living in the wild. These animals usually need support from humans to survive, otherwise they will completely die out (become extinct).
- On page 6, humans have played a huge role by changing or destroying habitats of some animals, making them endangered or extinct.
- Look for the word *poached* in the caption on page 10. The amur leopard was poached (hunted) for its beautiful fur.
- Look for the word *delicacy* on page 14. Run your finger under it as you read it. The leatherback turtles are a delicacy in some countries, which means they are a highly desirable food. This has led to them being endangered.



Every year the list of endangered animals grows longer. We need to help these creatures survive. Find out how to do this and what the major issues are that threaten these species.

- On page 17, find the word *plantations*. Nut and palm oil plantations are crops that are quick growing. People cut down the natural forests to plant these palms, destroying animal habitats.
- On page 20, special reserves and refuges have been created by humans to help save animals from extinction. Animals can live freely with medical attention and without fear from hunting or habitat loss.

Fluency

- Read the last two paragraphs on page 22. Tell students that this is how you want them to sound when they read to you. They notice the fluency and where you pause at punctuation. Remind them to listen to themselves read and self correct if what they are reading doesn't make sense.

Reading the Text

- Students read the text silently, while you listen to individuals read aloud. Ask them to think about how humans could have prevented these animals from being endangered.

After Reading

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

- How could humans have prevented so many animals becoming endangered?
- What are the driving forces behind why humans cut down habitats of animals and hunt them?
- What fact about endangered animals shocked you the most? Why? Show evidence from the text.
- What could you do to help endangered animals?

Writing

– Students further investigate one of the endangered animals from the text. Once they have facts, they create a fact file.

Name: Habitat; Food: Why it is Endangered? What is happening to save them? What can you do?

– Together look at conservation campaigns to see what is being done to save the endangered animals from the text. For example, the palm oil campaign to stop cutting down natural forests for planting palm oil plantations, “Say No to Palm Oil”, has huge support from the global community. Students read the information and make a poster to help raise awareness about the choices they can make in their daily lives to help save endangered animals.

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 short letter to the editor of a newspaper to tell people about one of the endangered animals in the book. Suggest something people can do to protect 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 Wild Snow Dog

GOALS

Comprehension

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

Vocabulary

Investigate pronouns

Fluency

Model fluency adjusting pace, volume and expression to suit the reading situation

Writing

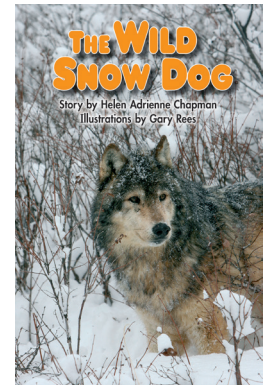
Reflective writing

Word Study

– Pronouns: Ask students their understanding of pronouns and when they are used. A pronoun is a word that substitutes for a noun or noun phrase. Write a list of the pronouns students recalled. These may include: *I, we, me, us, you, he, him, she, her, it, they, them, that, which, who, whom, whose, whichever, nothing, one, somebody, someone, something*

Before Reading

- This book is called *The Wild Snow Dog*. Ask: What do you know about wild dogs? Look at the cover. Do you think this text is fiction or nonfiction? Why do you think that?
- On pages 2-3, ask: What are your thoughts now about whether this is a fiction or non-fiction book? Rebecca and her family reach the mountains for a ski trip. Her brother Rick is busy playing his computer games.
- On page 4, look for the word *concentrating*. Ask: What three letters do you expect *concentrating* to begin with? Clap the syllables. *con/cen/trat/ing* Rick is concentrating on his computer games and Rebecca is trying to tell him the story about the snow dog that saved some children's lives in a crashed bus. Apparently the dog threw himself through a window and everyone got out safely.
- Look at the illustration on page 7. Ask: Does it look like Rick believes Rebecca?
- On pages 10 and 11, the family are driving to their cabin when a dog runs in front of the car and they nearly overturn. Rebecca begs her father to catch up with the dog.
- On pages 14 and 15, Rebecca's father and Rick are putting on their ski gear and Rebecca says she just wants to walk around the cabin. She promises to stay close to the cabin. Ask: What do you think she is looking for? (the snow dog) Do you think Rebecca will keep her promise and stay close to the cabin? What do you think will happen?



During a skiing holiday, Rebecca tells her brother, Rick, the story of a wild snow dog that rescued children from a burning bus. Rebecca decides to search for the dog, but soon the children need to be rescued themselves.

- On pages 18–19, Dad has hurt his ankle and can see a snow storm coming. He notices that Rebecca has gone too far and he tells Rick to get her before she is lost.
- Unfortunately the children do get lost and a snow storm hits. They find a cabin to spend the night until help comes.
- On page 26, look at the illustration. Ask: What do you think has happened? (fire and lots of smoke) What do you think will happen to Rebecca and Rick?
- Read page 27 to students, modelling fluent reading, adjusting pace, volume and expression.

Reading the Text

- Invite students to read silently to themselves while you listen to individuals read. Ask them to think about how Rebecca was so focused on finding the wild snow dog while they are reading and if that was a good thing.

Fluency

- Have students focus on expression, volume and pace. They should listen to themselves read to make sure it makes sense and if it doesn't, reread and self correct so it does make sense and read on.

After Reading

Invite students to share their thoughts on *The Wild Snow Dog*. Prompt if needed.

Were your predictions correct? How were they different?

- Why do you think the illustrator chose a photograph on the cover of this fiction book?
- Do you think Rebecca's obsession with finding the dog was a good or bad thing?
- In the last sentence, Rebecca says "We're here to ski, not look for a dog remember?" Why do you think she said that?

Writing

– Have students reread the legend of the wild snow dog saving the football team on pages 4 and 5. They write a few paragraphs about a story that would be told about Rebecca and Rick being saved from the burning cabin. What would people say in future years as the story is shared with others?

– Students write their thoughts about why the wild snow dog in this story saves the children. How did it know the children were unsafe and needed help in both situations? Students write their thoughts.

Home/School Link

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

- Writing: Write the first paragraph of a newspaper story about the children's adventure.
- 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 Happens to Rock?

GOALS

Comprehension

Find meaning from content
Understand cause and effect
Use graphic elements to find and clarify information

Vocabulary

Understand antonyms

Fluency

Listen to themselves read and self correct
Adjust the pace and tone of reading to suit text features

Writing

Summarise information
Explore cause and effect
Research

Word Study

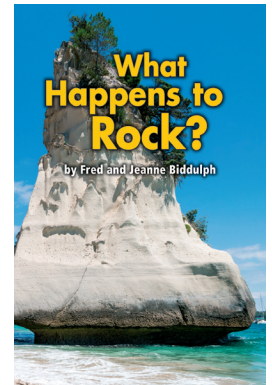
– Antonyms: These are words that have the opposite meanings. Together look in the text for opposites. For example, *stalactites/stalagmites*, *down/up*, *slowly/quickly*, *build up/break down*, *expand/shrink*.

– Together find the following words in the text, think of the antonym and list it.

Word	Antonym
harder	softer
different	
useful	
easily	
freeze	

Before Reading

- *What Happens to Rock?* is an informational text. Look at the cover. Ask: What do you think has happened to this rock over time? Students may have prior knowledge of erosion.
- Look at the contents to see how this book is organised in chapters that describe the different ways rocks are broken down and transported to other places. Weather is one of the natural forces that can change rock. Weather slowly wears away the rock. This is called weathering. Tell students that they will read about weathering by wind, water, temperature and chemicals.
- On pages 6 and 7, students look at the photograph of stalactites and stalagmites. They say and clap the syllables with you. Ask: Have you ever been to a cave and seen stalactites and stalagmites?



Before rock gets to the surface of the earth, things start breaking it down and transporting it to other places. Find out about these amazing things and how they work.

- On page 10, remembering the discussion about the cover, have students look at the photograph of the Sphinx at Giza in Egypt. It has being eroded by weather – slowly changing and being washed away.
- On page 14, ask: What letter blend would you expect the word *glacier* to begin with? Look for the word *glacier*. A glacier is a slow-moving river of ice.
- On page 18, the chapter is “Rocks and Fossils”. This is about how animals and plants became trapped in layers of sand or clay that later harden into rock.
- On page 22, say the word *dykes*. Ask: What two letters would you expect *dykes* to begin with? Find the word *dykes*. A dyke prevents a river from spilling out across the land.

Reading the Text

- Model fluent reading of an informational text by reading page 23 to students. Discuss adjusting pace and tone to suit the text features. Tell them that this is how you would like them to sound when they read to you later.
- Students read the text silently, while you listen to individuals read aloud. Ask them to think about how we can protect rocks from the weathering problems.

Fluency

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

After Reading

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

- After reading this text, what do you believe is the most damaging weathering effect on rocks?
- Do you think it is possible to protect rocks, like the face of the Sphinx at Giza in Egypt?
- How do you think fossils tell us about the past?

Writing

– Students create a table based on the facts they have read about weather and the damage it does to rocks. They provide evidence from the text and note the page number. For example,

<i>Cause</i>	<i>Effect</i>
wind	blows sand against larger rocks, the sand grinds little pieces of the rock away over time (page 2)

– Students search rocky landscapes in the area that have been affected by weathering and research what is being done, if anything, to stop the erosion. They print out information they find and share it with classmates in a short presentation.

Home/School Link

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

- Writing: Imagine you were once part of a cliff and now you are a tiny grain of sand. Write a story to explain how you got there.
- 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 Super Body Fun Fair

GOALS

Comprehension

Communicate changes in ideas after reading the text

Identify the main idea

Summarise information

Vocabulary

Understand keywords

Fluency

Use character voices and expression when reading dialogue

Adjust the pace and tone to suit the graphic elements

Writing

Design and label work clearly

Write a speech

Word Study

– Keywords: Extracting keywords from a story is when important words that explain the story's content are identified. They give you a good understanding of what you are about to read.

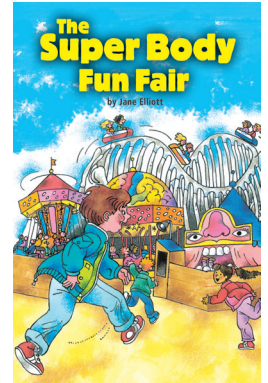
Give students a list of keywords from *The Super Body Fun Fair*.

body, skeleton, muscles, digestion, heart, blood, breathing, germs, nerves, brain

Explain that keywords can be used in search engines on the internet.

Before Reading

- Look at the cover of *The Super Body Fun Fair*. Ask: What are you expecting to read about in this book? Read the blurb to students and ask: Now what are your thoughts about what you will read about?
- On pages 2-3, the Great Bonzo is going to show Billy around the Super Body Fun Fair. On pages 4-5, the Great Bonzo directs Billy into the skeleton roller coaster. He explains how our joints move.
- Look at the illustrations on pages 6 and 7. Tell students that throughout this book they will be learning about exactly how the body works using scientific diagrams.
- Look for the word *muscles* on page 9. Ask: What three letters are you expecting to find at the beginning of *muscles*? The Great Bonzo is explaining how muscles move bones. Billy doesn't believe the strong man can lift the elephant. Ask: Do you? Turn to page 10 to find out if the prediction was correct.
- Find the word *digestion* on page 12. Ask: What four letters are you expecting to find at the end of the word *digestion*? Digestion is how our body breaks down food into nutrients and waste. Billy and the Great Bonzo are getting aboard the digestion dive fun slide!



When Billy visits the Super Body Fun Fair he discovers that not only are the rides fun, they also teach him lots of things he didn't know about his own body.

- Look at the scientific diagram on page 15 showing how humans digest food. This diagram supports the narrative text and the fun illustrations in the book.
- On page 19, we learn about blood while Billy and the Great Bonzo ride the blood boat. The arteries take blood from the heart to everywhere in the body and the veins bring the blood back to the heart.
- Scan the remaining pages to see how scientific illustrations support the story.
- Look at the illustration on page 30. Ask: Does Billy's mother look happy with him? (No, she thought she had lost Billy at the Super Body Fun Fair.)

Reading the Text

- Model the different approaches to fluency by reading page 9 to students. Allow them to hear the difference between reading dialogue and facts.
- Students read the text silently while you listen to individuals read aloud. While they are reading, have them think about how amazing the human body is.

Fluency

- While listening to students read one on one, prompt them to use character voices when reading dialogue. They adjust pace, expression and tone to suit the graphic elements.

After Reading

Invite students to discuss the text and what they learnt. Prompt if needed.

- Why do you think the author chose to write this fun narrative with supporting scientific diagrams about how the body works?
- Did the scientific diagrams help you further understand how the human body works? Show evidence from text.
- What did you learn about the human body you didn't know before?
- Did you like the way the author chose to write this book?

Writing

– On an A4 sheet of blank paper have students design their own ride for the Super Body Fun Fair based on the facts they read about the human body in the text. They use the text to include as many of the facts in their ride. They should label parts and colour in the ride, too.

– Students write a one-minute speech that Billy might say to his class for a show and tell. They include some facts about what interested them the most about the Super Body Fun Fair. They use some of the keywords from the list in the word study at the beginning of the lesson.

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:** One of the rides that Billy and Bonzo didn't go on was the "Magic Sound Machine" shown on page 2. Find out how your ears work and write about a ride on the "Magic Sound Machine".
- **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.