

**The Terrible Topsy-Turvy,
Tissy-Tossy Tangle**

The Terrible Topsy-Turvy, Tissy-Tossy Tangle

GOALS

Comprehension

- Make inferences from the illustrations
- Predict the main events throughout the story
- Understand how the title of the story relates to the events throughout the narrative

Vocabulary

Add -ed and -ing to a verb (base word)

Fluency

Read fluently by varying the pace of reading and building suspense

Writing

- Identify the problems and solutions in the story
- Complete a story map of events

Word Study

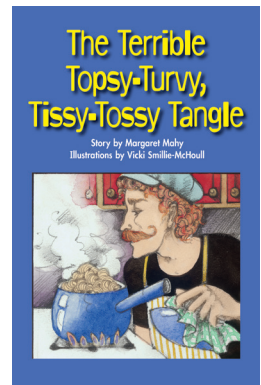
Adding -ed changes a word to past tense referring to things that happened in the past; adding -ing referring to things that are still happening.

<i>Verb (Base word)</i>	<i>-ed</i>	<i>-ing</i>
invent	invented	inventing
listen	listened	listening
bump	bumped	bumping
wrestle	wrestled	wrestling
tumble	tumbled	tumbling

Discuss the words and use them in a sentence.

Before Reading

- The Terrible Topsy-Turvy, Tissy-Tossy Tangle* is a narrative about Lionel Whisker, who is a spaghetti cook, and his twin sister, Lily Whisker, who is an inventor. There is a spy called Iris La Bonga, who is always trying to steal Lily's inventions.
- Have students turn to page 2. Lily has invented a mysterious potion that whizzes and fizzes. She puts X on the bottle.
- On page 6, Lionel asks Lily to invent a new tomato sauce because Lily is tired of eating the same spaghetti everyday. She puts a T on the bottle to mark her new sauce.
- On page 8, Lionel has added the new sauce and it has started to whizz and fizz. Ask: Do you think he has the right bottle? Have students look at the cover of the book and revisit the title of the story. What do they think is going to happen to the spaghetti after the mysterious potion has been added.



Famous inventor Lily Whisker has just invented a mysterious potion to make things whizz and fizz. Will Lily be even more famous or will her secret potion be stolen by Iris La Bonga?

The Terrible Topsy-Turvy, Tissy-Tossy Tangle

- On page 10 we see Iris La Bonga, disguised as a little girl. She steals the mysterious potion marked X on page 13. Ask: Look at the pot of boiling spaghetti. What do you think is going to happen to the spaghetti? Iris La Bonga is curious and can't help but look into the pot as it whizzes and fizzes.
- On page 16, the topsy-turvy, tissy-tossy tangle chases Iris La Bonga out of the kitchen into her van. Lionel and Lily think the little girl ate all the pasta so they decide to have fish and chips.

Fluency

- Read the text on page 14 to students. Change your pace and expression, focusing on building suspense and excitement. Discuss with students how you sounded and stress that is what you would like to hear from them, when they read to you.

Reading the Text

- Ask students to read from the beginning and as they read to think about how the title relates to the events throughout the story.
- Students read the text silently, while you listen to individuals reading aloud.

After Reading

Invite students to discuss *The Terrible Topsy-Turvy, Tissy-Tossy Tangle*.

- Have them describe the three main characters. Ask: What do you think was the main message in the story? Do you think the title suited the story? How did the title relate to the spaghetti monster and the events that happened throughout the story?
- Turn to the last page, look at the illustration and ask: Do you think there could be a sequel to *The Terrible Topsy-Turvy, Tissy-Tossy Tangle*? What makes you think that?

Writing

– Discuss how there is a clear beginning, middle and end in this narrative. Have students complete a story map breaking up the important events of the story.

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

– Students could complete some independent writing. Have them divide a page into two columns, write a heading *Problem* on one and *Solution* on the other. Ask: What were the problems in the story and what were the solutions to each problem? Write at least three 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: Look at the illustration on the last page and write a story about what happened next.
- 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.

Trouble on the Bus

GOALS

Comprehension

- Make inferences from the illustrations
- Identify the main idea
- Demonstrate questions readers should ask about themselves before, during and after reading
- Predict the ending

Vocabulary

- Develop an understanding of hyphenated words

Fluency

- Listen to yourself read
- Self-correct if the text doesn't make sense
- Read fluently using appropriate pauses and expression to build suspense

Writing

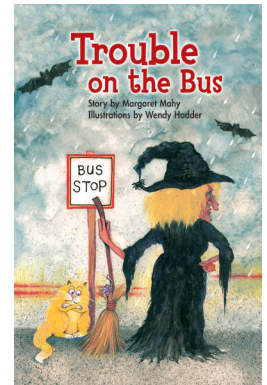
- Understand how words can create an image in our minds
- Write different endings

Word Study

- Write these hyphenated words from the text on a whiteboard. Model how two words are joined together with a hyphen to make one word.
fox-head (page 4), red-faced (page 4), yellow-shirt (page 12), absent-minded (page 18)
Choose one or all of these words, go to the page and read them in context.
- Brainstorm a list of other hyphenated words students know and add them to the list. (merry-go-round, jack-in-the-box)
- Remind students that a punctuation mark – the hyphen – is used in some compound words.

Before Reading

- Look at the cover of *Trouble on the Bus*. Ask: What is going on? Why would a witch be standing at a bus stop? How does she look? Look at her cat. What do you think it is feeling?
- On the title page, have students look at the driver and the passengers and describe the emotions on their faces.
- On page 2, the witch's broomstick has broken down so she has to take the bus. The bus driver looks in the rule book where there are all kinds of strange rules about who can't ride on the bus. There isn't a rule about witches with broomsticks so she pays her \$2.
- On page 4, the witch realises she knows some of the people so she decides to make some trouble. On pages 6–7, she smiles a spell and Mrs Pomington's hat grows more fruit.
- On page 12, she grins some magic and the man's moustache begins to grow and turn blue.
- On page 15, the trouble the witch is causing produces results. Mr Peddler throws an orange at the yellow-shirt man. The orange hits his guitar and bounces onto the sleeping red-faced man, who



When a witch's broomstick breaks down, this spells trouble for the people on the bus – big, noisy, boisterous, fruity, feathery, whiskery, flowery, food-fighty trouble! But will the witch get it all her own way?

wakes and thinks that Miss Finch woke him so he puts his hand on her shoulder. The witch makes magic and the fox head turns about and bites him.

- On page 16, the witch smiles and Carmen's pot plant starts to grow tree tall. "Things are warming up nicely," says the witch to herself.
- On page 20, the witch has fallen in the mud. Look at the illustration on page 21. Ask: How is everyone reacting? They have all realised that the witch caused all that trouble and so they started laughing at each other for letting this happen. The bus starts to turn back to being tidy and friendly again.
- Without looking at the last page, have students describe how they think the witch will be feeling after falling in the mud and all of her magic fading.

Fluency

- Read pages 18 and 20 to students, using appropriate pauses and expression to build suspense. Remind them that you would like them to read like this when you are listening to them.

Reading the Text

- Turn back to the beginning of the book. Have students think about how much trouble the witch is causing and how the people let her affect them so easily.
- Students read the text silently, while you listen to individuals reading aloud. Encourage them to listen to themselves read and self-correct if the text doesn't make sense.

After Reading

Invite students to discuss the book and tell what the author's main message was.

- The illustrations provide important information throughout the story.
- The witch causes a lot of trouble easily but the people soon realised this and laughed at themselves.
- The witch was upset that they laughed and got over the trouble she had caused.
- Ask: Does this remind you of anything in your life? Have you ever let someone cause trouble in your life? Did you realise they were causing trouble and stop it from happening? How can you stop people from causing trouble?

Writing

– The author used a lot of phrases and imagery in her text to paint a word picture. For example, "She spits out the words like lemon pips" (page 8) and "...spread out like a crooked black frog" (page 18). Have students find other phrases that paint an image. They list them and explain why they chose these phrases.

– Students choose one or two of the characters on the bus and write an alternative ending to what happened to them.

Home/School Link

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

- Writing: On page 2 read the list of people and things that were not allowed on the bus. Then write your own funny list of people and things that shouldn't be allowed on buses.
- 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.

Mayday!

GOALS

Comprehension

- Use the text to predict the outcome of the narrative
- Make predictions about the solutions to the problem of the story
- Communicate changes in ideas after reading the text
- Notice character changes

Vocabulary

- Look at spelling patterns in words
- Recognise and use words with a /k/ sound at the end

Fluency

- Read orally with phrasing, making use of punctuation

Writing

- Complete a story map of events
- Identify and write out problems and solutions in the narrative

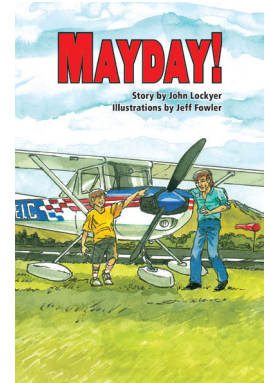
Word Study

- The /k/ sound at the end of a word can be made by the letters c, ck, k and ch.

c	ck	k	ch
panic	black	patchwork	stomach
mic	sick	think	
	back		

Before Reading

- Ask: Do you know what the word *Mayday* means? Discuss how *Mayday* is an international radio distress signal used by ships and aircraft that are in trouble.
- On page 2, have students listen while you read the first page. They need to focus on what you are reading and how you are reading. They follow and notice when you pause at punctuation. Have students predict what will happen in the rest of the story.
- On page 4, the father and son are flying and enjoying their time together. They go for a flight together nearly every Saturday. It's Adam's favourite thing to do with his dad. Suddenly Adam's father feels ill and decides to head in, but he is too late and slumps forward. Ask: Look at Adam. How do you think he is feeling in the picture on page 5? Why do you think he feels this way?
- On page 8, Adam is calling over the radio, "Mayday! It's an emergency. Answer me!" He can't hear the emergency team responding to his call because the plane is in a dead spot. Adam feels alone and he has to land the plane himself. He desperately wants his dad to wake up. Ask: Do you think Adam is capable of landing the plane himself? Why do you think that?
- On page 16, Adam's dad still hasn't woken up so Adam needs to land the plane. He has taken full control of the plane and is reading all of the instruments and trying hard not to panic. The runway is approaching rapidly.



Adam loved nothing more than flying in a small plane with his father at the controls, but today was different. His father was unwell and, as they headed back to the airport, things got worse.

- Look at the picture on page 20. Ask: What has happened here? Do you think Adam is going to be a hero at the end of the story?
- Have students read the story silently while you listen to them one on one.

Reading the Text

- Students read the text silently, while you listen to individuals reading aloud.

Fluency

- Remind students how you sounded when you read page 2. When you listen to them, prompt them and encourage fluency in their reading. Help them break up and solve unknown words and self correct.

After Reading

Invite students to discuss the narrative.

- Why do you think Adam threw the headsets down on the floor?
- Why could Adam land the plane successfully?
- Everyone presumed Adam's dad landed the plane. Why do you think they did this and why do you think Adam didn't speak up and tell them the truth?

Writing

– There was a clear beginning, middle and end in this narrative. Have students 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 a page into two columns, write a heading *Problem* on one and *Solution* on the other. Ask: What were the problems in the story and what were the solutions to each problem? Have them write at least three 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 a headline and the first paragraph for the newspaper story about Adam's amazing flight.
- 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 King's Jokes

GOALS

Comprehension

Predict outcomes and interpret the text
Make inferences

Vocabulary

Gain a deeper understanding of the use of the words, *to* and *too*

Fluency

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

Writing

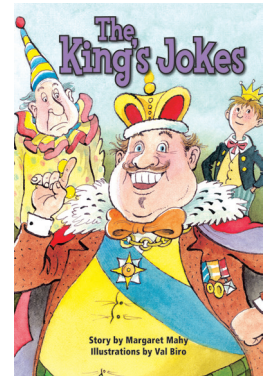
Write about families and how to treat each other
Imagine being a clown and write two jokes for the king

Word Study

- Write an example of the words *too* and *to* in a sentence on the board. Eg. During summer I can get too hot so I turn on a fan. When the sun comes out I go straight to the local pool for a swim. Ask students to use *to* and *too* in a sentence and have them write a sentence for each example. See if they can use both words in a complex sentence.
- Too 1) in addition, “I want to go too” more than what is wanted or needed “you gave me too many cards” 2) to a high degree “this time he has gone too far”
- To 1) to indicate a place, person or thing that someone moves to “drive to the shops” 2) direction “ she walked back to the car”.

Before Reading

- Look at the front cover of *The King's Jokes* and discuss how the young boy and the clown look compared to the king. Ask: Why do you think the king is so happy and they are not?
- On page 2, the king is telling the queen old jokes that she has heard many times. She is not impressed as she vacuums up the old jokes that are lying around.
- On page 6, the queen takes the jokes to the library to be catalogued. Sago Montago is the king's favourite clown. He hadn't gone away with the rest of the clowns looking for jokes around the world because he was also the librarian.
- On page 10, have students look at the picture of the queen and her son Prince Tom. They are looking at a map and pointing to Far, a small island. Sago Montago has told them the king has gone too far with his jokes and that they need to go to Far. The king has even forgotten he has a son and can't remember his name. All he cares about are his jokes.
- Together look at the picture on pages 12–13. All the clowns are returning with new jokes. The king asks for his queen and Prince What's-his-name to come and share the new jokes with him. The butler tells him they have been missing for two weeks.



The king's love of jokes has gone too far. After the queen asks the king's favourite clown for advice, she goes to Far. Will she be able to bring the king back?

- On page 17, ask: How has the illustrator shown how the king feels, even though the clowns have returned with his new jokes? What do you think he is finally starting to realise? What will the king do next?

Fluency

- Turn to pages 18–19 and read them to students using expression and character voices when reading the dialogue. When you listen to students read, prompt them for phrasing and fluency.

Reading the Text

- Turn back to the beginning of the book so that students can read the story and see if their prediction of what the king does next were correct. Invite them to read the text silently while you listen to individual students, encouraging expression and fluency.

After Reading

- Ask: Was your prediction about how the story might end correct? What was the same and what was different? How do you think the family's relationship changed throughout the story? (Have students show evidence of their thoughts from the book.) What do you think the future holds for the royal family when they return to their palace?

Writing

- Having discussed the changing relationship within the royal family, have students write about what is important in a family and how families should treat each other.
- Students imagine they are a clown who has travelled the world for the king. They write two jokes that they brought back for him.

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 two or three “knock knock” jokes or riddles that would make the king, the queen and Prince Tom laugh.
- 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.

Spiders

GOALS

Comprehension

Predict and interpret text
Use graphic organisers to clarify meaning

Vocabulary

Write a glossary

Fluency

Read orally with fluency and with a loud, clear voice

Writing

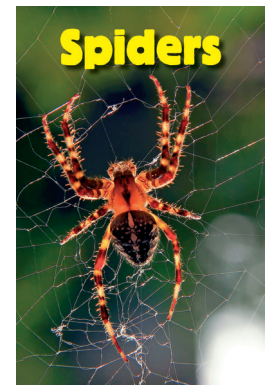
Dictation, listening to sounds and breaking up unknown words into syllables
Personal writing

Word Study

- The book *Spiders* doesn't have a glossary. Explain to students that a glossary is an alphabetical list of terms used in the book. They are usually uncommon or specialised words. Write chosen words from the book and have students use a dictionary to write their own mini-glossary for this book. Entries could be *fangs*, *sac*, *antidote*, for example.
- If time allows, add more words to the glossary after students have read the book.

Before Reading

- *Spiders* is a non-fiction book. Have students look at the table of contents to see how the author has organised the book and discuss.
- Look at the diagram on page 3. Talk about how diagrams help us understand the written information, giving a visual picture. Ask: What do you notice about the diagram? (eight legs, two body parts)
- Go to page 4 and look at the fangs. Most spiders inject poison through fangs to kill their prey.
- Look at the fact box on page 5 together and find the word *Arachnophobia*. There is a pronunciation guide. The word has been broken up to help students know how to say the word correctly.
- Turn to page 8. Baby spiders are called *spiderlings*. The mother spider might lay up to 100 eggs at a time. She covers them with silk made from her body. This silk comes out of an opening called a spinneret at the back of her body.
- Have students look at the heading on page 12 and tell what they expect to read about in this chapter.
- Turn to page 20. Find the word *camouflage* and say the word, breaking it up into syllables and writing them on the board. Ask: What does camouflage mean?
- Go to page 20 where students can read about some interesting spiders.



Spiders live wherever they can find food. They do this by building beautiful webs to catch passing insects, or they run fast and catch their prey. Some lie on lily pads, waiting for little fish to swim by.

Reading the Text

- Invite students to read the text silently to themselves. While they are reading, ask them to think about the importance of spiders in our world.
- Listen to students read one on one. Check for understanding and fluency.

Fluency

- Turn to page 16 and read aloud to students, demonstrating fluency and reading with a loud clear voice.

After Reading

- Invite students to discuss what they have learnt about spiders. Ask: What were the key understandings of the book?
- Prompt them if needed. Why are spiders important? How does a spider survive? What do they do to hunt?

Writing

– Dictate the following sentences and have students write them in their workbooks. Remind students to listen to sounds and break unknown words into syllables.

A spider is an animal with eight legs and two parts to its body. Because spiders eat insects such as flies, they are useful to people.

– Invite students to write about how they feel about spiders. They explain why they feel the way they feel. Have they had a good or bad experience? Have they been passed on the phobia arachnophobia from anyone?

Home/School Link

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

- Writing: Write three reasons why you would rather be a spider than a fly.
- 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.

Wind and Storms

GOALS

Comprehension

Understand the topic
Identify cause and effect in the text

Vocabulary

Further develop an understanding of compound words

Fluency

Fluently read, recognising and reading keywords with confidence
Encourage change of pace and expression

Writing

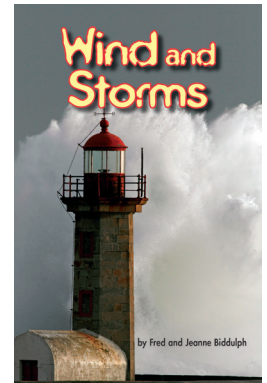
Make a list of important information from the text
Understand the importance of organising information into a table
Research and report information

Word Study

- Compound words (closed form) Explain to students that compound words are a word made up of two or more words. Use words in their environment that they are familiar with when you are giving the explanation. (whiteboard, playground)
- Words from the book include *waterspout*, *thunderstorm*, *windsurfers*, *rainstorm*. Write them on the whiteboard and explain that these are from the text they are about to read. Use the words in a sentence. If time allows after reading the book, have students go through and find other compound words to add to the list.

Before Reading

- The non-fiction text is called *Wind and Storms*. Go to page 3, and read the main copy to students. Remind them to listen to how you because you want them to read like this when you listen to them later. After you have read, ask students to explain what wind is and how it is formed.
- On page 4 have students find the word *Meteorologist*. Break it up into syllables (me/te/o/rol/o/gist). Explain that a meteorologist studies the weather.
- Look for *anemometer* on page 6. Break it into syllables (an/e/mom/e/ter). Explain that listening to syllables helps to spell a word and breaking it up helps to read a word. An anemometer is a device used to measure strong winds.
- Point out the Beaufort Scale chart on page 6 that tells how strong a wind is.
- On page 8, ask students what they expect to read about in this chapter “What Does Wind Do?”
- Page 12 describes what a storm is.



What is wind? How is it measured? What are storms? Why are hurricanes and tornados among the most destructive forces of nature?

- On page 16, there is an explanation of how thunder is caused by lightning. The lightning makes the air around it very, very hot. This heat makes the air expand. It expands so fast, it makes a booming sound. Ask: In a storm, do you see the lightning or hear the thunder first?

Reading the Text

- Students read the text silently while you listen to individual students read aloud.

Fluency

- When students are reading silently to themselves, listen one on one to a student, prompting a change in pace and expression to show understanding of the information.

After Reading

Invite the students to discuss their understanding of wind and different types of weather and how they are connected to wind.

- Why do you think the author used tables to convey information on pages 4 and 6?
- Do the diagrams used throughout the book help you to understand the written information better? Why do you say that?

Writing

- Make a display table of the different forms of weather you read about and write how they are formed. e.g. Rainstorms: Moist air rises on a hot day; when the clouds cool, they become heavy; there is a rainstorm. Hailstorms: Raindrops fall through the air and freeze into hailstones.
- Research the names given to tropical cyclones or hurricanes. There is a system for choosing their names. Have students explain this system and find the names of the last five tropical cyclones in the South Pacific. Make sure information is presented in a table as described above.

Home/School Link

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

- Writing: Imagine you are a grumpy person and the wind is your neighbour. Write a letter to the wind to thank it for the good things it does and to complain about some of the bad things it does.
- 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 Old Woman's Nose

GOALS

Comprehension

Look at how the illustrations add to the understanding and humour of the story

Show an understanding of the characters and how they are feeling throughout the story

Understand reasons for characters' behaviour

Vocabulary

Explore direct speech

Fluency

Read with appropriate rate, intonation and expression

Use character voices for direct speech

Writing

Describe the humour in the text and illustrations

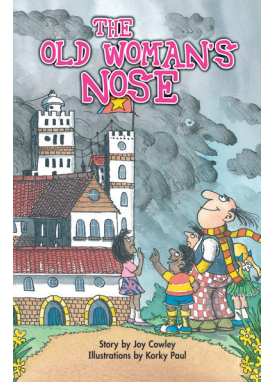
Word Study

– Direct speech: Ask students to listen for direct speech (where characters talk to each other) as you read the text on page 7.

– Write the first sentence on the board, focusing on the punctuation, especially the speech marks. Illustrate with a speech bubble that has the same words that are spoken in it. Have students notice how you read the words when there is an exclamation mark.

Before Reading

- Have students look at the cover of *The Old Woman's Nose* and tell who they think the old woman is. Ask: What do you notice about the children on the cover? How do they feel compared to the other characters?
- We meet the main character Uncle Buncle on page 2 and he is introducing the old woman. She is just a cloud.
- On pages 4–5, Uncle Buncle goes on to tell the children that when the wind blows down the old woman's nose, that means trouble. Things get lost and they always end up here, he goes on to tell them.
- On pages 8–9, a parrot has appeared and he is looking for the jungle. The children think he is crazy, but he insists the jungle is in Uncle Buncle's fridge, and he's right.
- On page 10, the children open the fridge but all they can see is some milk, butter and cheese. Ask: How do they look now? What are they feeling?
- On pages 12–13, another gust of wind appears. A princess is looking for a dragon but the children haven't seen her dragon. Ask: Look at the picture. Do you think the dragon is far away?



When Uncle Buncle sees the old woman's nose in the sky, he says that strange things will start turning up... and he's right!

- On pages 14–15, in comes a knight on a white horse. He says he has lost a dragon and a princess.
- As students read the rest of the story, they think about whether the old woman's nose was a nuisance or helpful. Have them look at the illustrations and enjoy the funny side of the story.

Reading the Text

- Invite students to read the text silently or guide them through the text. You can listen to students individually to help meet their individual needs.

Fluency

- While students are reading the story silently, listen to individuals, noting if they read at an appropriate rate, not too slow or fast. Read the text on page 7, modelling direct speech and character voices. Have students reread it to you.

After Reading

Invite students to share their feelings about the story *The Old Woman's Nose*.

- Did the story have more than one problem? What were they and how did they make the story funny? How did the illustrations help in this story? Do you think the old woman's nose was helpful or a nuisance?
- In the end how do you think the children in the story felt about the old woman's nose? Have students show you the illustrations that show why they think this.
- What did you think about Uncle Buncl. He seemed to think the woman's nose was helpful? How can you tell? Show me.

Writing

– Talk to students about what made *The Old Woman's Nose* illustrations and text so funny. Have them divide their page into two columns and list what they found funny. For example:

Funny part	Why was it funny?
Page 13 Illustration of the children standing in the dragon's smoke	The air was filled with smoke and you can see only their eyes. The smoke inferred that the dragon had arrived.
Page 21: The knight said "Next time I see a dragon with a princess, I'll go and read a book."	He'd had enough of the chase. The idea of a knight doing that instead of saving the day is funny.

Fruit

GOALS

Comprehension

Notice when the author of this non-fiction text poses a question

Understand how headings are used in a non-fiction text

Use and understand information in a table

Vocabulary

Understand how the spelling of some words changes when it is plural

Fluency

Read orally with fluency

Listen to themselves read and if the text doesn't make sense, reread and self correct

Writing

Compose a table of information

Dictation

Word Study

– Change the spelling of words to make them plural (more than one)

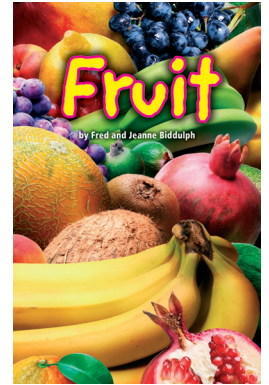
apple	apples
almond	almonds
berry	berries
variety	varieties
tomato	tomatoes
potato	potatoes

– When a word ends in a *y*, add *ies*. When a word ends in a consonant + *o*, add *-es*.

– Ask students to say a word and use it in a sentence. Add their word to the list and note the change of spelling. Have students write the words in their work book.

Before Reading

- *Fruit* is a non-fiction text. Have students look at the table of contents, notice the questions and share their thoughts about what the book will be about. Ask: What is your understanding of what makes a fruit a fruit?
- Have students read page 5 silently. Ask: What did you learn?
- Look at the heading on page 6. “Why Do Plants Have Fruit?” This tells about how fruits protect the seeds of plants and how fruit helps scatter the seeds so that new plants can grow.
- Look at the diagram on page 9, “How an Apple Grows”. Most fruit grows from the ovary of a flower. The ovary is the part of a flower that has eggs in it which can grow into seeds. When pollination occurs, the seeds form in the ovary and the fruit forms around the seeds. Diagram 3 shows an apple cut in half. The core was once the ovary of the apple flower.



Fruit helps to protect the seeds of plants but it is also good for us to eat. So find out what is a fruit and what is not a fruit.

- Page 12 explains how growers can make better fruit. They keep seeds and breed new kinds of fruit. This is called *propagation*. Ask: What letter blend would you expect *propagation* to start with? Students find the word *propagation* on page 13. They point to it and say it aloud.
- Go to page 14. Some fruit, such as grapes and tomatoes, have been grown without seeds. Ask: Can you think of any fruit you eat that has no seeds? (melons, pineapple)
- Read the fact box on page 19 and tell students this is how you would like them to read when you listen to them later.
- On page 20 students can read about unusual fruits from around the world.
- On page 22 there is a table of information about poisonous fruits and the effects on people. Tables are a way of arranging data (information) in rows and columns.

Reading the Text

- Invite students to read the text silently to themselves noticing where the author poses questions. Ask them to keep in mind that the fruit is the part of the plant that has the seed or seeds in it.

Fluency

- While you are listening to students read, listen for fluency. If they need to work on their fluency, let them use the recording activity in the app. They can listen to themselves and make efforts to improve.

After Reading

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

- Why do plants have fruit?
- What fruit don't we eat but we eat their seeds?
- How are seeds scattered?
- Explain how raspberries and blackberries are formed? What about pineapples?
- Ask: On page 22 what was the main understanding you got from the table of information about poisonous fruit? Do you know any other poisonous fruit that you could add to the table?

Writing

– Dictate the following sentences and have students write them in their workbooks.

Fruit is the part of a plant that has the seed or seeds in it. Fruit helps to protect the seeds of plants.

Later, fruit helps to scatter the seeds so that new plants can grow.

– Go to pages 18–19. Make a table about the fruit and the pest that attacks them. For example,

Fruit

peaches

apples and grapes

Pest

birds peck at them

black spot and black rot

Home/School Link

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

- Writing: Imagine you are a tiny seed in the ovary of an apple blossom. Write an interesting story about what happens to you over the next year.
- 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.

Reading the Text

- Invite students to read the text silently and remind them as they read to think about what is important to the survival of a pond. Listen to individuals read to help meet their needs.
- Invite them to think about the special relationships food and plants have in the survival of a pond.

Fluency

- Remind students to focus on their fluency before they start reading. When you listen to them read, prompt them for phrasing and fluency.

After Reading

Once students have read the text independently, invite them to talk about what they have read.

- How do animals help plants survive?
- What was the most interesting survival technique you read about that an animal uses to survive in a pond.
- Continue the discussion, encouraging students to highlight their key understandings of the text.

Writing

Talk to the students about what they learnt about ponds.

– Select a chapter that they were most interested in. They write a summary about what they read.

Write why the information they have chosen to summarise is important to the survival of ponds.

– Summarise the relationship between animals and plants and how they depend on each other for food. Together compose the information on a whiteboard or students can write their own and then discuss as a group.

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 any animal that lives in a pond and read about it. Write a list of things about the animal that make it well suited to living in a pond.
- 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 Emperor Penguin

GOALS

Comprehension

Understand how a non-fiction text is organised around one concept

Recognise and understand the use of headings

Notice and use information in fact boxes

Vocabulary

Understand the past tense

Fluency

Read orally, demonstrating an appropriate stress on words and pauses at punctuation

Writing

Recount factual information

Word Study

– Understand the past tense: Tell students that -ed is added to make the past tense of a regular verb. The ending -ed is added to the infinitive. (I asked her a question.)

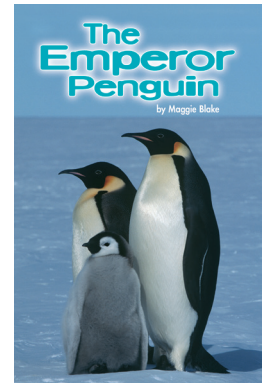
– Write these two-syllable words on a small whiteboard and discuss what students notice about the endings.

<i>base word</i>	<i>add -ed</i>
surround	surrounded
outstretch	outstretched
protect	protected
admit	admitted
travel	travelled
balance	balanced

– If the last three letters of the verb have the pattern consonant-vowel-consonant (c-v-c) and the stress is on the second syllable, then double the last letter (admit/admitted).

Before Reading

- Look at the cover of *The Emperor Penguin*. Have students tell what they already know about emperor penguins.
- Together look at the table of contents to see how the book is organised. Discuss the organisation and ask students for their predictions about the book. Ask: What do you predict is going to be a problem for the penguins in this text after reading the contents?
- Turn to *Hungry Predators* on page 18. Ask: What are you thinking? While you are reading these pages, think about how difficult it is for an emperor penguin to survive in Antarctica.
- Students respond after they have read pages 18 and 19.



Emperor penguins are the largest penguins. Every year, they and their eggs survive winter in the coldest, darkest, windiest place on Earth.

Reading the Text

- Invite students to read the text silently or guide them through the text. You can listen to students individually to help meet their needs.
- Invite them to think about how amazing the emperor penguin is as they read.

Fluency

- Have students refer to the fact box on page 7. Discuss how this is useful information that readers often dismiss. Emphasise that it is important to read all the information on a page.
- Have students listen while you read the fact, then have them read it straight back to you. They try to use the same stress on words and pauses that you do.

After Reading

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

- The male emperors protect the egg very differently to many other birds. (What are your thoughts on why this happens?)
- The photos, artwork and the way the book is set out help us understand the information. (Encourage students to show you pictures and examples.)
- I was surprised to learn _____

Writing

– Have students imagine they are a scientist working in Antarctica. They list five facts they know about emperor penguins. They can use pictures and labels to illustrate each fact.

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:** A Space Programme is looking for astronaut animals to explore an icy, watery planet. You are an emperor penguin. Write an email to tell why you are the perfect animal for the job.
- **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.