

# Mr Rumfitt

## GOALS

### Comprehension

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

### Vocabulary

Recognise long and short /a/ sounds in a word

### Fluency

Model fluency adjusting pace, volume and expression

### Writing

Create a story map  
 Write a reflection providing evidence from the text

### Word Study

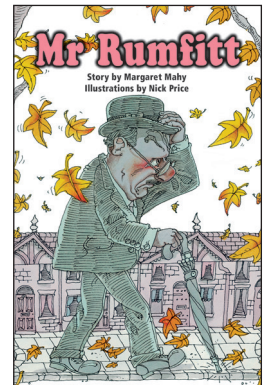
– Long and short vowel sounds: Some words have a long /a/ sound (cake) and some a short /a/ sound (apple). Read out the following words from the text: *satisfied, made, waved, bamboo, wake, lambs, splashed, gate, cabbages, apple*. Students add each word to the correct column in their workbooks individually or on the whiteboard together. Remind them that the long vowel sound sounds like the letter name.

*Short a sound*  
 satisfied

*long a sound*  
 gate

### Before Reading

- *Mr Rumfitt* is a narrative text. Have students look at the cover. Ask: What does it tell you about how Mr Rumfitt is feeling?
- Look at the illustration on page 3. Ask: Are your thoughts about the cover the same? Have they changed at all?
- On page 4, Mr Rumfitt doesn't like the seasons, so he buys a valley and puts a sign on the gate "No Seasons Allowed". Ask: What kind of life do you think Mr Rumfitt will live with no seasons?
- On page 8, Mr Rumfitt's well dries out and the well grumbles that someone is standing on the spring of the well. This is the valve that controls the water flow from the main source. Ask: Who do you think is waiting at the gate? (springtime) Looking at the illustration what do you think they want to do to the valley? Do you think Mr Rumfitt will let them in?
- On page 13, Mr Rumfitt says that since Spring had wormed its way in, he will go to the plant shop and buy some cabbages for his garden. He changes the sign on his door to "Only Spring allowed here".



The seasons are too untidy for Mr Rumfitt so he buys a valley and tries to shut them out. This, he learns, along with lots of other things, is not as easy as he thought.

- Look at the illustration on page 15. Ask: Who is waiting at the gate now? Thinking about the seasons we have every year, who do you think will visit Mr Rumfitt next? (Autumn and Winter) How do you think Mr Rumfitt will react? Will he let them all in? How do you think the seasons will change his life?

### **Fluency**

- Turn to page 20 and read this page about when Autumn came to Mr Rumfitt's valley. Have students listen as you read fluently, with excitement in your voice to create a visual image and listener interest.

### **Reading the Text**

- Turn back to the beginning of the story. Invite students to read the text silently while you listen to individuals, encouraging expression and fluency.
- Remind students that as they read, remember what kind of person Mr Rumfitt is and note how he changes as the seasons visit.

### **After Reading**

Invite students to share their thoughts about Mr Rumfitt. Prompt if needed.

- How did Mr Rumfitt change throughout the story?
- Do you think Mr Rumfitt even realised he was changing?
- What did he realise was important in life?
- On the last page, "He frowned at a sudden thought, then smiled and frowned all at once." What do you think Mrs Rumfitt was thinking about?

### **Writing**

- Students create a story map of their choice about the characters who visited Mr Rumfitt, how they are connected and what they brought to the valley and Mr Rumfitt.
- Students write a reflection about when they thought Mr Rumfitt was his happiest and why? Encourage them to show evidence in their writing, directly from the text.

### **Home/School Link**

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

- Writing: Compare the difference between Mr Rumfitt's appearance in the illustrations on the title page and on page 24.
- 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.

# Iris La Bonga and the Helpful Taxi Driver

## Iris La Bonga and the Helpful Taxi Driver

### GOALS

#### Comprehension

Predict and interpret the text  
Make inferences from illustrations  
Analyse characters

#### Vocabulary

Focus on using adjectives to create a fuller picture

#### Fluency

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

#### Writing

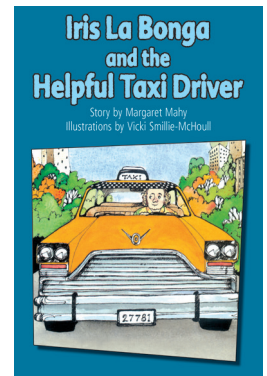
Design a menu focusing on the use of adjectives  
Design and label an outfit

#### Word Study

– Adjectives: These are describing words that give more information about an object or person. The use of adjectives in writing helps a reader to get a fuller picture of the things they are reading about. e.g. *I will buy an apple from the supermarket*. If we add a simple adjective – *I will buy a red apple from the supermarket*, we have a better picture in our mind. On page 4 of the text there are adjectives used to describe a special spy menu. *invisible chocolate, mystery melon, secrecy sausage, slyness soup* The author has been clever and used words that relate to a spy to describe the food. Have students write ten adjectives that they think best describe a spy.

#### Before Reading

- *Iris La Bonga and the Helpful Taxi Driver* is a narrative text featuring Iris La Bonga. Have students discuss what they already know about the character from other books. She is a famous international spy and in this book she has been invited to a special training school dinner. Iris La Bonga has decided to go and calls a taxi.
- On page 9, in a rather haughty voice, Iris says “I wish to go to Ambush Avenue”. Students find the word *haughty*. Read the first sentence in a haughty voice. (scornfully and condescendingly proud) Ask: Do you know what *haughty* means?
- Look at the illustration on page 12. Ask: Does Sunshine Sam look like he knows where he is going? How does Iris look?
- On page 18, they finally work out that Ambush Avenue is off Owl Drive and everyone knows where that is, so they head there.
- Look at the illustration on pages 20–21. Ask: Does Sunshine Sam look like a helpful taxi driver to you? All Iris La Bonga wants is to arrive at the dinner on time for the invisible chocolates. Does it look like this is going to happen? Why do you think that?
- Have students predict what will happen at the end of this story.



Iris La Bonga's van is full of holes so she has to use a taxi to get to the special training school organised by the Society of Spies and Sneakthieves. However, getting to Lie Low Lane in the taxi isn't easy.

**Fluency**

- Read the text on page 22 to students. Have them listen as you read fluently and interestingly to create a visual image and listener interest and to use character voices.

**Reading the Text**

- Students read the text on page 22 and while they are reading, ask them to think about whether Sunshine Sam is as helpful as his title suggests.
- Turn back to the beginning and have students read silently until it is their turn to read to you. Emphasise that you want them to read with expression and fluently.

**After Reading**

Invite students to share their thoughts about the story.

- Ask: Was your prediction correct? Students explain why they thought their predicted ending was possible.
- What are your thoughts about the helpful taxi driver Sunshine Sam? Was he helpful in the end? Or do you think he wasn't helpful at all? Why?

**Writing**

– Talk about how the menu was quite extravagant, using wonderful adjectives that suited a spy's world. Students imagine that they are hosting an event for a group of spies. They design a menu that would suit the occasion.

– Students design and label an outfit that they think would have been suitable for Iris La Bonga to wear to the special training school dinner. They think about what a spy might need to handle any emergency situation and incorporate these into the outfit.

**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: The food on the supper menu at the Society of Spies and Sneakthieves Training School had names to do with spying. Write a supper menu for a different type of training school.
- 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.

# Princess Harimau and the Tiger

## GOALS

### Comprehension

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

### Vocabulary

Understand the use of an apostrophe to demonstrate possession

### Fluency

Model fluency adjusting pace, volume and phrasing

### Writing

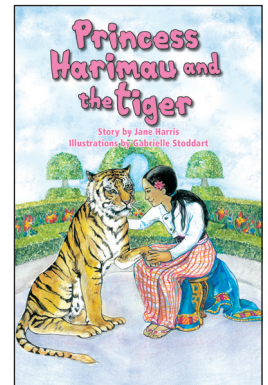
Write a reflection  
 Creative writing relating to the text  
 Research on the internet and present findings

### Word Study

- The use of an apostrophe to demonstrate possession: Write this sentence on the whiteboard. *She ran to Shiva's cage, put the key inside the lock and turned it.* Discuss why the apostrophe s is after Shiva's name. Point out that it is used to show that something belongs to somebody or something, in this instance Shiva.
- To a singular noun add an apostrophe +s (the girl's ball – one ball) To a plural noun add an apostrophe at the end of the word ( the girls' ball – two or more girls)
- Students write sentences with singular and plural nouns showing possession apostrophes. They share these with the group.

### Before Reading

- *Princess Harimau and the Tiger* is a narrative text. Have students turn to page 4. Princess Harimau has a beautiful tiger that she loves. Her father, the king, gave her the tiger Shiva on her birthday.
- On page 6, Princess Harimau only thinks of her tiger. They play all day together. But one day the tiger attacks a guard and has to be locked in a cage.
- Read the text on page 12 to students. Ask: What three letters do you expect *Himalayan* to start with? They look for the word *Himalayan* on the page. Have students clap it into syllables with you. (Him/a/lay/an) Tell students that syllables help us to read and write a word.
- On page 14, Princess Harimau missed playing with Shiva, so she studies the guards to steal the key.
- On page 18, as the weeks pass, Princess Harimau becomes stranger and stranger to the people of the palace. She won't talk to anyone and she only wears orange and black clothes.
- Have students look at the illustration on page 21 and discuss. Ask: Where do you think the second tiger came from?



Princess Harimau lives in a beautiful palace with a loving family. She has everything she could want, until Shiva, her pet tiger, is locked away. When the princess tries to free Shiva from captivity, strange things happen.

### **Reading the Text**

- Students read from the beginning of the book. Have them think about the love between Princess Harimau and her tiger Shiva as they read.
- Invite them to read the text silently while you listen to individuals, encouraging expression and fluency.

### **Fluency**

- Read the text on page 22 to students. They listen to your model of pace, phrasing and volume adjustment so they can read like this when they read to you one on one. Ask: Does this match your thoughts about where the second tiger came from?

### **After Reading**

Ask students to share their thoughts. Prompt if you need to.

- Do you think the second tiger could have been Princess Harimau? Why?
- Have you ever loved an animal as much as Princess Harimau did? How did you show your love?
- How do you think her family felt after she disappeared?
- Do you think the illustrations supported the text and helped you with your understanding of this tale? (show supporting evidence)

### **Writing**

– Have students write a few paragraphs about the life of the two tigers when they go to live in the new zoo. Think about the time they spent together and how they loved to play so much. What will their life be like together out of the cage?

– Students research the world population of tigers. Research a sanctuary and what a tiger's life is like on a daily basis and why these sanctuaries are so important for the future of tigers. They can print out information and photos and present as a mini-poster or write a reflection about their findings.

### **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 an animal you would like to be for a day. Write a diary entry about what you 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.

# Tai Taylor is Born

## GOALS

### Comprehension

Analyse characters  
Identify the main idea  
Predict outcomes

### Vocabulary

Understand silent w (wr)

### Fluency

Vary the pace when using punctuation marks  
Use expression and character voices when reading dialogue

### Writing

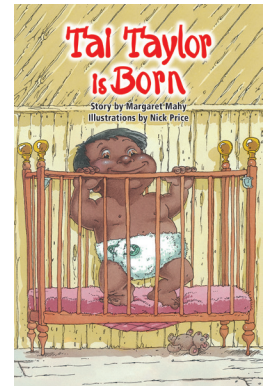
Identify the sequence of events  
Create a main character profile

### Word Study

– Silent w: Write the word *wreck* on the board and have students read the word. Underline the /r/ sound. Discuss the silent w and brainstorm other wr words where the w is silent – *write, wrist, wrong*

### Before Reading

- Look at the cover of *Tai Taylor is Born*. Ask: What do you expect this story to be about? Tell students that this is the first of three stories about the character Tai Taylor.
- On page 2–3, meet Captain Bartholomew Taylor. His ship has been wrecked but he lands on the beach safely. Even the sea is a bit nervous of him and leaves him alone.
- On page 4, the first person Captain Bartholomew Taylor sees is Teina te Marama, the sister of the moon. They fall in love instantly.
- Look for the word *pursuit* on page 8. Ask: What three letters would you expect *pursuit* to begin with? Find it and run your finger under it as you say it. Marama's tribe doesn't want them to marry. When they find out the couple have gone, they set off in pursuit of them. Captain Taylor digs a new course for the river with his bare hands and sets them off in the wrong direction.
- Look at the illustration on page 11. Ask: What do you think has happened?
- On page 12, does Tai Taylor look like an ordinary baby? Why not?
- Find the word *punish* on page 14. Ask: What three letters do you expect *punish* to begin with? Clap the syllables when you find the word. The tribe goes over the waterfall to punish Taylor and steal Marama back.
- Look at the illustration on pages 16–17. Ask: What is happening? Discuss that Tai Taylor has saved them and how shocked they look.



Tai Taylor's father could change the course of rivers with his hands and his mother was the sister of the moon, so Tai was always going to be an extraordinary baby.

- Find the word *mere* on page 18. Ask: Do you know what *mere* means in this sentence? Reading a sentence with an unknown word is a good way to find out what the word means. *Mere* is used to emphasise how small something or someone is. Model reading page 18 to demonstrate the use of punctuation marks and character voice when reading fluently.
- Look for the word *gnawed* on page 20. It has a silent /g/ at the beginning of it. Tai is teething so he gnaws the anchor to help soothe his gums.
- Ask: Do you think the tribe will forgive Captain Taylor and Marama now that they have met Tai Taylor? What else do you think will happen at the end of the story?

### **Reading the Text**

- Invite students to read the text silently while you listen to individuals, encouraging expression and fluency. While they are reading, they should think about the tribe and if they were right to not allow Captain Taylor and Marama to marry.

### **Fluency**

- Remind students to read with expression and character voices when reading dialogue and to vary their pace at a range of punctuation marks as modelled earlier.

### **After Reading**

Encourage students to discuss their thoughts about *Tai Taylor is Born*. Prompt if necessary.

- Did your prediction match what happened?
- Do you think the tribe was right to forbid them from marrying?
- Do you think Captain Taylor and Marama did the right thing running away?
- Explain why you think Tai Taylor is no ordinary boy? P
- Do you think Tai Taylor is a hero?
- On the last page, what does the illustration tell us about Tai Taylor?

### **Writing**

– Students break the story into the beginning, middle and end. They write a paragraph to explain each. Beginning, Middle, Problem, End, Solution

– Students write a character profile of the three main characters in the story – Captain Taylor, Marama and Tai Taylor. They can use the following headings.

Name: Age: Height: Eye Colour: Hair Colour: Mannerisms: Habits: Greatest Flaw: Best Quality:

### **Home/School Link**

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

- Writing: Imagine you have to write a “Missing Person” report for Tai Taylor. Describe what he looks like, what he was wearing and the things he can do that might help people to find him.
- 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.



# Tai Taylor and the Sweet Annie

## GOALS

### Comprehension

Make inferences from illustrations  
Analyse characters  
Draw conclusions

### Vocabulary

Understand the use of contractions

### Fluency

Model fluency, adjusting pace, volume and phrasing to match punctuation  
Use expression and character voices when reading dialogue

### Writing

Demonstrate predictions in creative writing

### Word Study

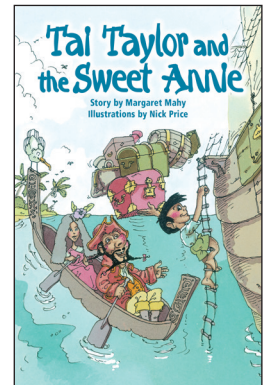
– Contractions: Have students go to page 5 and find the word *I've*. Talk about the features of the word. It is two words joined together (I + have). They have been shortened and an apostrophe has been put in place of the missing letters. This is called a contraction.

– Students work together to find other contractions in the text and write a list individually, in pairs or as a whole group on the whiteboard. (we'd, it's, that's) They make two columns – one with the contraction and another with the two words so they can demonstrate how a contraction is formed.

<i>do not</i>	<i>don't (page 2)</i>
<i>that is</i>	<i>that's (page 4)</i>
<i>he has</i>	<i>he's (page 4)</i>
<i>I have</i>	<i>I've (page 4)</i>

### Before Reading

- Look at the cover of *Tai Taylor and The Sweet Annie*. The young boy is climbing the ladder of a ship. Ask: What kind of boy do you think he is just by looking at the picture?
- On page 2, Tai is four years old. He is extremely strong and brave, but he can't read and write. His mother Teina te Marama (*tay-nah tay maa-ra-maa*) is very worried about him. She wants to take him to a teacher on the mysterious island of Chibbawokki.
- Have students look for the word *doldrums* on page 8. Tell them that words often have two definitions. Discuss what *doldrums* means? One definition is feeling "down in the dumps". The second definition is used by sailors to describe very calm weather when the boat under sail doesn't move. The family have boarded Sweet Annie and are heading to the island of Chibbawokki.



Tai Taylor is an extraordinary child and he needs to go to an extraordinary school. When his parents take him on the Sweet Annie, Tai's reactions to sharks, food and the doldrums is... extraordinary.

- On page 12, Sweet Annie is in the doldrums and Tai has decided he will tow the boat. There is a shark swimming next to him. Tai doesn't seem bothered by the shark. Ask: What do you think will happen next?
- On page 16, ask students if their prediction matched the illustration on this page.
- On page 20, Tai has grown tired of swimming and decides to blow air into the sails to move Sweet Annie through the doldrums. The family arrives safely at the mysterious island of Chibawokki ready for more adventures.

### **Fluency**

Turn to page 22 and read the first paragraph to students as they listen to your pace, volume, intonation and character voices. Have them note how you stop at the correct punctuation and explain that this is how you want them to read aloud when it is their turn.

### **Reading the Text**

- Ask students to read the story and look at the illustrations, noting particularly how anxious Tai's mother always seems to be and how happy and relaxed Tai is.
- Students read the story silently from the beginning while you listen to individuals read as they demonstrate fluency.

### **After Reading**

Ask students to share their thoughts. Prompt if you need to.

- Tai always seems happy though his family seems worried about him throughout the book. Ask: Do you think they have cause to be worried? Why? Is Tai an average four-year-old?
- On page 24, Tai is called a hero. Do you agree? Why do you say that?

### **Writing**

– The author writes that they arrive safely on the mysterious island of Chibawokki and that Tai's adventures there are for another story. Thinking about what kind of boy Tai is and the illustration of the island on pages 22–23, have students write about an adventure they think Tai might have. They make it as detailed as possible, remembering how strong and committed Tai is.

– Thinking about the worries that Tai's mother and father have for him and how different he is from other four-year-olds, students write about what they think the future holds for Tai. What will he be like as an adult and how will he fit into the world he lives in?

### **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 some "wicked thoughts" that the white shark might have been thinking on page 14.
- 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.

# Tai Taylor and his Education

## GOALS

### Comprehension

Make inferences from illustrations and text

Analyse characters

Draw conclusions

### Vocabulary

Understand idioms and how they are used

### Fluency

Model fluency adjusting pace, volume and intonation

Use punctuation and character voice

### Writing

Creative writing expressing a prediction

Letter writing expressing feelings

### Word Study

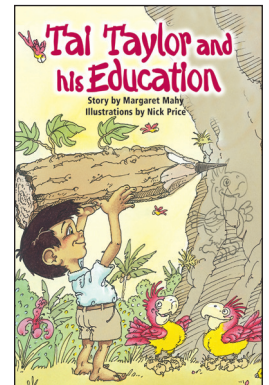
– Idioms: The author Margaret Mahy has used an idiom in her story about Tai Taylor. Ask: Do you know what an idiom is? (Idioms are word combinations that have a different meaning to the literal meaning of each word.) Give an example for students to discuss, such as – *Two heads are better than one, Something fishy is going on around here.*

– On page 20, there is an example of idiom. *Two strings to your bow.* Discuss what this might mean. (Having a backup plan in case one fails or having two different methods to acquire a goal.)

– Together make a list of idioms, or place a poster paper on the wall that the students can add to as they research, observe and learn new idioms.

### Before Reading

- Tai Taylor is a character students have met already in other books. Ask: What do you remember about Tai Taylor and his family? (They were worried about Tai not having an education and took a boat to an island so he could learn to read and write.)
- Looking at the cover. Ask: Do you think Tai is having a traditional education? Why?
- On page 4, Tai's father has decided Tai couldn't attend an ordinary school as his strength was too risky. So they take him to the island of Chibbawokki. Tai's father is explaining about a man who they call the Mocker. He is as storyteller, a hermit and a man of many parts. Tai goes to seek an education alone.
- On page 9, Tai Taylor has found the Mocker. Ask: What kind of man do you think he is? Is Tai afraid of him? How can you tell? The Mocker only teaches heroes and poets so Tai needs to pass a test first.



Tai Taylor is a boy who needs an extraordinary education. At the Mocker's school on the island of Chibbawokki, Tai learns what heroes and poets like him need to know.

- On page 18, the illustration shows that it is no ordinary meal they have. Every plate of food Tai eats isn't as it appeared. The small bowl of soup is in fact a cauldron full. The one fish is a school of salmon. The Mocker is impressed that Tai keeps eating and calls him a hero and agrees to teach him to read and write.

### **Fluency**

- Turn to page 22 and model read the text with a laughing voice for the Mocker and appropriate expression for the explanation mark. Ask students to read the paragraph aloud following the model.

### **Reading the Text**

- Students read *Tai Taylor and his Education* while you listen to individuals read. While reading, they think about how brave Tai was to leave his family for two years to study.

### **After Reading**

Ask students to share their thoughts. Prompt if you need to.

- How did Tai's education differ from an ordinary school? Did his education suit Tai Taylor better? Why do you think?
- What adventures do you think Tai Taylor got up to after he left the Mocker? Do you believe Tai was brave and a hero?
- Throughout the book the Mocker performed little acts of magic. Do you think he was a wizard? Show evidence from the text and illustrations.

### **Writing**

– Have students imagine what adventures Tai Taylor would have got up to after leaving Chibbawokki and travelling the world. What adventures would the birds and butterflies tell the Mocker? Students write in detail, thinking about the different skills Tai learnt from the Mocker on page 20.

– Demonstrate the format of a letter for students. Have them think about Tai Taylor's parents and how they would have felt when they knew the only option for Tai was to spend years being taught by the Mocker. Write a letter to Tai from his father and mother expressing their feelings to 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: Imagine you are the Mocker's cook. You have been asked to prepare a meal for Tai Taylor using foods that begin with the letter b. Write a delicious sounding menu with things that begin with b.
- 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 Mysterious Yeti

## GOALS

### Comprehension

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

### Vocabulary

Develop proofreading

### Fluency

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

### Writing

Create a newspaper heading and supporting evidence  
Internet research  
Prepare a short talk to share

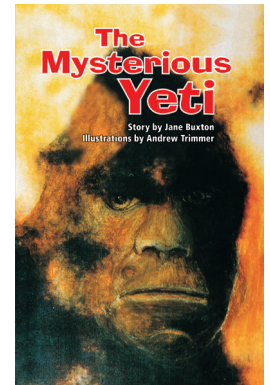
### Word Study

– Proofreading: This is an important part of writing. Talk to students about their idea of what is involved in proofreading. Every school has their own ideas on what proofreading rules, symbols and processes apply to written work. Write a section from the text (page 2 in this example) on the board and proofread it with the children as a small group or individually.

*The himalayyas are the highest montains range in the world? The Sherper people who live in Nepel nad Tibet, two country's in the Himalayas, have told stories about the Yeti for hundred of years. (You can adapt to your students' needs by choosing any part of the text.)*

### Before Reading

- Today's text is called *The Mysterious Yeti*. Ask: What do you know about the Yeti?
- Read the blurb to students as a model of adjusting pace and volume for fluency.
- On page 2, the author gives you a brief background to where Yetis have been sighted and sets the scene for the rest of the book. Look for the word *Himalayas*. Ask: What small word does it begin with? Clap the syllables. The Himalayas are the highest mountain range in the world.
- Look at the illustration on pages 6–7. This is Llaupa Dolma, a 19-year old goat herder in Tibet who said she saw a huge man-like animal with shaggy reddish hair over its powerful body. Ask: What do you think happened from the illustration?
- On page 8, look for the word *expedition*. Ask: What four letters does *expedition* end with? People went on many expeditions looking for Yeti footprints and sightings. You will read about many discoveries. Some have been scientifically disproven and others are still a possibility.
- Scan the text to view the illustrations and to get an idea of the remaining narrative.
- On page 13, see the newspaper article about sighting the Yeti. Ask: What do you see on page 15? (blue bear from Tibet that has characteristics of the Yeti)



The people of Tibet and Nepal have told stories for centuries about a mysterious creature they call the Yeti. Some have heard its whistling cries high in the Himalayas. Others have seen its footprints.

- On pages 16-17, there is a langur monkey from India and Tibet that might have been mistaken for a Yeti.
- On page 18, there are footprints that might have been made by a Yeti.
- On page 19, find the word *cryptozoology*. Break it into syllables and read it. *crypt/o/zoo/ol/o/gy*.
- Turn back to the beginning of the book and read about the discoveries people have made. Ask: Do you believe the Yeti really lives high in the Himalayan mountains?

### **Reading the Text**

- Invite students to read the text silently, while you listen to individuals read aloud. Ask them to think about whether they believe the Yeti exists or not.

### **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 don't rush.

### **After Reading**

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

- Do you believe the Yeti exists? What makes you believe this? (Provide evidence from the text.)
- What interesting facts did you read/learn about the Yeti?
- Why do you think that with scientific and modern technology we don't have any concrete evidence that the Yeti does or does not exist today?
- Do you think this text is an informational or narrative text? Why do you think so?
- Why do you think the author chose to write this text in chapters without a contents page and subheadings?

### **Writing**

– Students create a front page heading of a newspaper like the illustration on page 13 about their beliefs about the Yeti and its existence. They write a paragraph providing supporting views about the newspaper story heading and whether the Yeti exists or not. They apply their proofreading skills discussed earlier.

– Have students do further research about the Yeti on the internet. They see what interesting information they can find to share with a small group. They prepare a one-minute talk with a chart or a powerpoint to share with the group at the end of the lesson. They try 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: Write a haiku poem about the Yeti. A haiku is a poem with three lines. The first and last lines have five syllables and the middle line has seven.
- 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.

# Cyclone Christmas

## GOALS

### Comprehension

Show an understanding of the characters and how they were feeling

Analyse characters

Identify the main idea

### Vocabulary

Use words instead of *said*

### Fluency

Read with appropriate intonation

Use expression and character voices when reading dialogue

### Writing

Describe the characters' actions and feelings

Research facts on the internet

Compare similarities

Show empathy in reflective writing

### Word Study

– Words for *said*: To make this chapter book more challenging and use imagery, the author has used words instead of *said* to explain how the person speaking feels and looks while they are talking. These words help the story come to life. Give students a list from the text on a whiteboard or a sheet of paper. They can add to the list and use these words in their future writing.

*mimicked, retorted, suggested, answered, begged, replied sarcastically, yelled, asked hopefully, breathed*

– Students may even find more in the text they can add to the list as they read.

### Before Reading

- *Cyclone Christmas* is a chapter book. It is a fictional story based around a real event. Ask: Looking at the cover do you think this is a true story? What makes you think that?
- On page 5, have students find the words *teetering* and *rakish*. Read the second paragraph to them and have students tell what these words mean. *Teetering* means to balance unsteadily and *rakish* is to be at a jaunty angle. Discuss how listening to yourself read and using the words helps with the meaning of a word. Or use a dictionary to understand what you are reading.
- On page 8, a cyclone has been forecast for Christmas in Darwin. Ask: Is this possible? Considering the title, do you believe the cyclone came?
- On pages 12–15, the terror of the cyclone that in fact come on Christmas day is described.
- On page 17, ask: What two letters would you expect *amenities* to start with? Find the word. Clap the syllables (*a/men/i/ties*). What small word do you see? (*men*) Do you know what they are? Discuss how the author has written an explanation a few sentences down and sometimes reading on helps. If not, stop and find out the meaning. Demonstrate fluency by reading the second half of page 17.



It is 1974 and Kirsten is looking forward to Christmas. But this Christmas turns out to be very different because Kirsten lives in Darwin, Australia and cyclone Tracy is coming.

- The family relocates to a caravan park in Cairns because there is nothing left of their house or the city of Darwin so they need to move out. The story covers their new life, the hard times and the good that they experience in Cairns.
- Have students return to the beginning and think about what it would be like to be this family during a cyclone and having to start again in a new city with nothing.

### **Reading the Text**

- Invite students to read the text silently while you listen to individuals to help meet their needs.

### **Fluency**

- When reading remind them that the author used very descriptive language to show how a character speaks. Encourage them when reading aloud and silently to use appropriate character voices that match the language.

### **After Reading**

Ask students to share their thoughts. Prompt if you need to.

- In the beginning why do you think Katy didn't think a cyclone would come on Christmas day?
- When the cyclone came, does the descriptive language used by the author make you feel like you were there? Show evidence of this from the text. (*The howling, roaring wind was deafening. The street lights cast a strange glow over the horizontal driving rain. page 8*)
- Relocating wasn't easy. What were some of the struggles Kirsten and her family faced?
- What did Kirsten struggle with and how did she overcome these struggles?
- This story is based on Cyclone Tracy which hit Darwin in December 1974. Have you heard about this cyclone?

### **Writing**

- Students research Cyclone Tracy and show that this story is based on this event. List five facts from Cyclone Tracy that are mentioned in this story. (Darwin, Christmas time, middle of the night, widespread destruction, relocation of many families to Queensland)
- Have students write a reflective piece about how they think their family would have coped with a cyclone on Christmas day and then have to move to another city to start again. They can write a paragraph or a diary format to show the days in the week following the cyclone.

### **Home/School Link**

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

- Writing: From information in the story, make a list of things a family should do to prepare for and survive a cyclone.
- 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.



# Unsolved Mysteries

## GOALS

### Comprehension

- Predict and interpret text
- Classify and categorise information
- Read and interpret facts written in a different way

### Vocabulary

Make plurals by adding -s, -es, -vs or -ies to the end of a word

### Fluency

- Read orally with fluency
- Read with a loud, clear voice, pausing at punctuation

### Writing

- Write newspaper headlines, using interesting language to capture the audience
- Listen to sounds during dictation and break up unknown words into syllables
- Show empathy in reflective writing

### Word Study

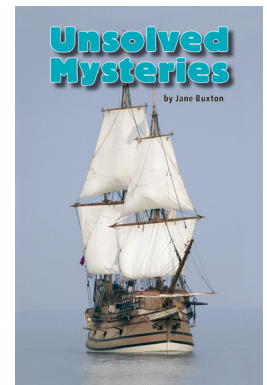
– Word endings to make plurals: Provide students with some words from the text. Print them on a piece of paper for students to sort into categories, or together write them up on a whiteboard.

-s	-es	-ves	ies
creatures	masses	knives	mysteries
animals	buses	calves	centuries
dinosaurs			countries

- Ask students to identify the base word in each word and what they think the rule is. Discuss the rules with them to help them understand.
- If a word ends in ch, s, sh, x, z, add -es; if it ends in f, fe, add -ves; if it ends in a consonant and y, drop the y and add -ies.

### Before Reading

- *Unsolved Mysteries* is about eight mysteries that people are not able to explain.
- Students look at the contents page. Ask: Have any of you heard about these unsolved mysteries? (Discuss prior knowledge) You will be reading about all of these mysteries.
- On page 6, the mystery is about an island called Busse Island. Students look at the newspaper heading. Ask: What is happening to the island when people are searching for it?
- In the chapter “Animals from the Sky” on page 8, frogs fell from the sky during a rainstorm and landed gently.
- On page 15 there are four clues to help solve why the ship *Mary Celeste* was deserted when it was found at sea. (Discuss these clues) Ask: What conclusion do you draw from these clues?



Strange shapes cut into fields, unexplained sightings of fiery-eyed creatures, raining frogs and fish – people say they have seen these things. Are there explanations for these strange happenings?

- On page 24, have students look for the word *pterodactyl*. Discuss how this word starts with a p but it is silent. Break it into syllables pte/ro/dac/tyl. While they are reading this section, ask them to consider if these are living fossils.
- On page 26, the chapter tells of little people being seen. Ask: Why do you think people today find this so hard to believe? Do you believe that a moth could be as tall as a man?
- On page 38, there are stories of crop circles that people believed were messages from aliens.

### **Fluency**

- Turn back to page 3 and have students listen while you read with fluency. Have them note when you pause at punctuation. Tell them that this is how you would like them to read when you listen to them.

### **Reading the Text**

- While students read silently at their own pace, prompt individuals to read aloud to you fluently. While reading they should think about why these mysteries are unsolved and why they seem impossible to believe.

### **After Reading**

Invite students to discuss what they have learnt about the unsolved mysteries. Prompt if needed.

- What are the key understandings of the book?
- Why do you think these mysteries have remained unsolved?
- Do you have a logical explanation to any of these mysteries?
- Why with all the technology available do you think there are still some unsolved mysteries?
- Do you think they will be solved in the future? Why/Why not?
- Explain the unsolved mystery in the book that interested you the most and why. Do you think you know what happened?

### **Writing**

– Newspaper headlines are catchy to make people want to read the paper. Have students revisit the headlines on pages, 6, 9, 35 and 47. Discuss the language used and how they make people want to read more. Write a headline for each of the unsolved mysteries in this book.

– Write words *like*, *people*, *again* and *thought*. Discuss the words and remind students to break them into syllables and listen to the sounds as they reread them. Then dictate the following sentences from page 7:

*Since then, many people have gone looking for the mysterious island. But it has never been seen again. Perhaps it was an illusion, something the sailors “thought” they saw.*

Once you have dictated the passage reread it to them, so they can check their work.

### **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 mystery from the book and write a convincing explanation for 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.

# Wushu

## GOALS

### Comprehension

Read a longer text silently  
 Highlight important events  
 Identify why this book was written

### Vocabulary

Understand how syllables help us to read and write a word

### Fluency

Read aloud in a fluent, clear voice, pausing at punctuation

### Writing

Create an historical time line  
 Research on the internet  
 Write a biography

### Word Study

– Remind students how syllables help us to read and write a word and how some words have three or more syllables.

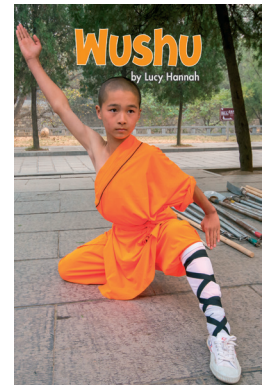
tae/kwon/do	prac/ti/sing
tra/di/tion/al	prac/ti/tion/er

Write these words on the whiteboard and break them up together. Say them in a sentence.

– Explain how when reading a difficult word, students can break it up into syllables and add it to their list when they have finished reading.

### Before Reading

- *Wushu* is an informational text. Ask: Have anyone ever heard of wushu before? By looking at the cover, what do you think wushu is?
- On page 2, it is explained that *wushu* is the Chinese word for martial arts, the word used to talk about all the different styles of martial arts. Some people think that *kung-fu* means martial arts but it means skill or effort. Wushu is China's national sport.
- On page 9, there is a list of martial virtues, the rules martial artists live by. Ask: What is a virtue? People who practise wushu have self-discipline, balance, respect for others and vital energy.
- The chapter "Ancient Origins" is on page 10. Ask: What are you expecting to read about? Wushu was not always a martial art. When it began 5,000 years ago, wushu was a means of survival.
- On page 20, the chapter deals with modern wushu. Have students find the word *flexibility* and break it up into syllables (flex/i/bil/i/ty). Next they find *coordination* (co/or/di/na/tion). Run your finger under the words as they say them.
- The rest of the text covers different wushu styles that have developed over the centuries. Start with "bare hands" and once you are skilled, you may start to learn "weapons".



This book covers the history of wushu (martial arts) in China and how it developed into a popular sport and discipline around the world.

**Fluency**

- Students listen to you read the section entitled “Greeting” on page 38. Have them note how you pause at the appropriate punctuation and the pace at which you are reading.
- Listen to individual students read, encouraging fluency.

**Reading the Text**

- Students read silently from the beginning of the text. While they are reading, have them think about how wushu is about respect and control.

**After Reading**

Ask students to share their thoughts about the text. Prompt if you need to.

- Why do you think Lucy Hannah wrote this book on wushu? What are some of the ways the author and illustrator make this book interesting? (photos, diagrams, tables, Chinese script)
- Martial virtues on page 9 are a very important part of wushu. Why do you think this is so?
- The commitment to the national sport of wushu is lifelong for the people of China. Why do you think this is so even today?

**Writing**

- Students make a time line of the important milestones in the history of wushu. They include details of what happened on the dates.
- Have students research China’s national wushu champions. They write a short biography on one hero and highlight their achievements to date as well as any commitments they have made to the sport and other relevant information.

**Home/School Link**

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

- Writing: Write a paragraph to persuade someone your own age to try wushu.
- 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.