

The New House Villain

GOALS

Comprehension

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

Vocabulary

Understand apostrophe for possession

Fluency

Vary pace of reading to build suspense

Writing

Reading self evaluation
Creative writing

Word Study

– Apostrophe for possession: Write this sentence from page 12 of the book on the whiteboard.

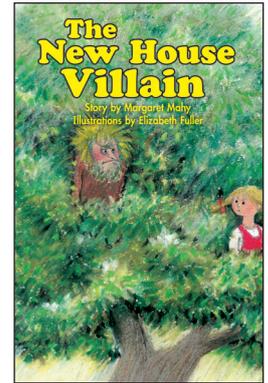
Julia's mother had made a cup of tea in the new empty-looking kitchen.

Explain that the apostrophe is showing that the singular noun (Julia) owns something. In this case the person is the mother of Julia. Find more examples of the possessive apostrophe on page 4.

Make up your own examples to share. Say whether they are singular or plural.

Before Reading

- Look at the cover of *The New House Villain*. Ask: What do you think this story will be about?
- On page 2, Mr and Mrs Robinson move into their new house with their daughter Julia. Julia can't help but notice the tree and she tells her parents straight away that she thinks someone is living in it – a villain or tree pirate.
- On page 4, find the word *villainous*. Read the sentence with *villainous* in it. Ask: What does it mean to be *villainous*? The Villain in the tree says he is going to practise being a villain on her when she moves in.
- On page 12, Julia and the Villain have words about how they are going to be mean to each other. When Julia speaks to her parents, they tell her not to worry because they are going to cut down the tree to let more sunlight in.
- Look at the illustration on page 15. Ask: How does the Villain look when Julia tells him about her parent's plans?
- On page 18, find the word *virtuous*. Ask: What three letters do you expect *virtuous* to begin with? Do you know the meaning of *virtuous*? (being very good) Read the sentence to help get the meaning.



Julia has a horrible villain living in the tree outside her new house. That is not Julia's problem. Julia's problem is saving the villain's tree so that he won't go away.

- On page 21, Julia and the Villain have both decided that life would be better if the tree stays and they come up with a plan. Julia stops her parents from chopping down the tree. Ask: Why do you think they both wanted the tree to stay? Did their plan work?

Reading the Text

- While students are reading the story, have them think about whether the Villain and Julia were friends or not?

Fluency

- Listen to students read individually, ensuring that they are fluent and read at an appropriate pace to build suspense. If they are not, model a few sentences and ask them to read and sound like you did.

After Reading

Invite students to share their thoughts on *The New House Villain*. Prompt if needed.

- Was your prediction about what would happen at the end correct? What was different/same?
- Do you think the Villain and Julia end up being friends or not?
- Why do you think Julia wanted the Villain to stay?
- What kind of person do you think Julia was? Why?
- What do you think the days will be like in the future?

Writing

– Have students write a few paragraphs about the days ahead and the villainous things that Julia and the Villain might get up to – what they might do to each other and how they spend time together. They include details about how Julia and the Villain feel about each other and how they treat each other.

– 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

They write a learning goal for the next time they read in Guided reading.

Ask: 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 “For Sale” advertisement for Julia’s house that makes the tree and the tree Villain sound like good reasons to buy.
- 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.

Agatha's Brew

GOALS

Comprehension

Predict outcomes and interpret the text
Make inferences
Analyse characters

Vocabulary

Explore figurative language
Similes

Fluency

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

Writing

Character profile
Recount

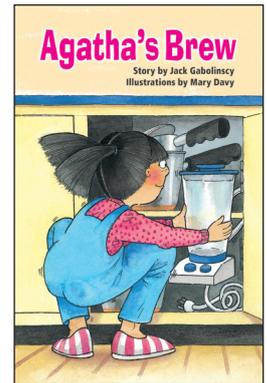
Word Study

– Figurative language – simile: A simile uses the words *like* or *as* to compare one object or idea with another to suggest they are alike. Write these similes from the text on the board and discuss why authors might use them. (Helps the reader understand and use their imagination by extending the meaning of what they are writing about.)

roared like a mini jet, attacked the garden like busy little dragons, hairs on the back of her neck stood up like hedgehog prickles Ask students to look for more similes in the book.

Before Reading

- Look at the cover. Ask: What information can you see about Agatha?
- On pages 4–5, Agatha makes a magic brew. Ask: What are some of the ingredients she uses? She calls it a Bazooka Brew. Have students notice the alliteration and look out for more examples in the story.
- On page 6, a fly flies into the brew and drinks some. Ask: What can you tell happened from the illustration? (Flew through the glass) What kind of powerful brew do you think Agatha has made? Ask: Why is the word **CRACK** in bold capital letters? (emphasis)
- On page 8, Agatha feeds the Bazooka Brew to her cat, who goes from being a lazy cat to a great hunter and who furiously destroys the hen house.
- Look at the illustration on page 11. Agatha gives some brew to her hens and they attack the garden like busy little dragons.
- Look at pages 12–13. Ask: What happens when Agatha is outside?
- When Agatha goes back inside on page 15, she decides to pour the Bazooka Brew down the drain. Ask: Do you think that is a good idea? Why?



Agatha mixes up a brew that surprises her. It also surprises a fly, the cats, the hens, the ants, the wood bugs, a moth, some rats, some fish, some jellyfish, some mice and a blackbird. The only one who isn't surprised is Agatha's mother.

- On page 18, Agatha's mother is noticing the strange animal behaviour on the way home. But she thinks, "That's something I haven't seen for a while."
- Look at the illustration on page 23. Ask: Why do you think Agatha's mother doesn't look shocked or upset considering what her house looks like? What do you think she is thinking?

Fluency

- Read page 22 to students and have them notice your fluency and character voice. Tell them that this is what you would like them to sound like when they read to you. When you listen to students read, prompt them for phrasing and fluency. Remind them to listen to themselves read and self correct if what they are reading doesn't make sense.

Reading the Text

- Have students turn back to the beginning of the book and think about why Agatha's mother wasn't too upset by Agatha's Bazooka Brew. They find any clues along the way while they are reading as to why she wasn't too upset.
- Invite students to read the text silently and you listen to students one at a time, encouraging expression and fluency.

After Reading

Invite students to discuss their findings from the book. Prompt if needed.

- Were your thoughts about Agatha and her mother correct or different?
- Do you think Agatha is a witch in training? Show evidence from the text.
- In the last paragraph on page 22, Agatha's mother says that Agatha still needs to learn. What do you think Agatha still needs to learn?

Writing

– Students make a character profile of Agatha – how she looks, her character, what she does. They write three things under each of the headings: Appearance: Behaviour: Actions:

Then they write a sentence to summarise Agatha's character.

– Have students recount how Midnight the cat reacted to the Bazooka Brew (page 8). They list the parts of his body and how they moved. (nose twitched, whiskers wiggled) They can present their recount as a story map or time line.

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 recipe for a brew so powerful that it would make a dinosaur wake up and scare the stripes off a tiger shark.
- 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 Animal Beauty Competition

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
 Use character voices

Writing

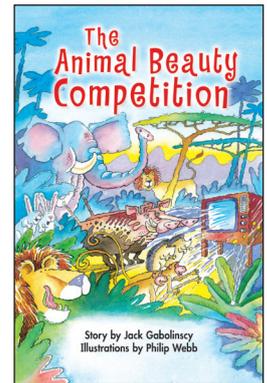
Reflective writing
 Catch phrases
 Poster making

Word Study

– Pronouns: Ask students what their understanding of pronouns is and when to use them. A pronoun is a word that substitutes for a noun or noun phrase. Write these pronouns from the text on the board. *I, we, me, us, you, he, him, she, her, it, they, them*
 – Ask students to use the pronouns in a sentence. They find one of the pronouns in the text and say which noun it is replacing. e.g. page 2, *He* smiled over his moustache – “he” is in place of the minister.

Before Reading

- Students read the title of *The Animal Beauty Competition* silently to themselves. Ask: What could that lesson be? Why?
- On page 4, look for the word *dissent*. Ask: What do you expect to be the first three letters of the word *dissent*? *Dissent* means to argue. Encourage students to read the sentence where the word is used and then the sentence after it where the author has given a definition. This strategy of reading on can often help to understand unknown words.
- On page 8, look for the word *eavesdropping*. Ask: What three letters do you expect to find at the start of *eavesdropping*? To eavesdrop is to listen when no one knows you are. Clap the syllables and explain that these help us read and write unknown words.
- On page 11, look for the word *prevailed*. It starts with the prefix *pre-*. The rabbits finally compromise on a solution for the perfect rabbit to enter the beauty competition.
- Look at the illustration on page 13. The minister has compiled a list of “Points of Beauty” by the judges. They list the features the animals will be judged on so they can study them to prepare.



The Minister of Sport and Recreation wants to teach the animals a lesson about the foolishness of measuring beauty. So he calls for an animal beauty competition and sets out a list of 12 beauty features. The animals rush to enter.

- Read the list to students. Ask: Look at the animals in the illustration. What do they look like? (shocked/worried) Do all animals have all of these features from the points of beauty?
- On page 17, look at the illustration. Ask: What is going on with Miss Crocodile? (She has put cotton wool on her tail and old buffalo horns on her head.)
- On page 18, Miss Elephant is trying to make more wrinkles. Mr Hyena has a tortoise shell on his head on page 19. He has stretched his nose and is wearing boots – all to fit in with the list of beauty features from the judges. Ask: What do you notice the audience is doing?
- Look for the word *hilarity* on page 21. Ask: What three letters does *hilarity* start with? (Hilarity is humour that promotes laughter.)

Reading the Text

- Remind students that while they are reading to think about what really makes someone beautiful.

Fluency

- Tell students that when they are reading to focus on fluency and pace and to use character voices when reading dialogue. 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 Animal Beauty Competition*. Prompt if needed.

- Was your prediction of what lesson the animals would learn correct?
- What lesson did the minister teach them?
- Why do you think the minister needed to hold the beauty competition?
- When do you think the animals realised and learnt the lesson that they are beautiful the way they are? Show evidence from the book.

Writing

– Students think about the lesson learnt by the animals and create a saying or catch phrase. For example, *There is beauty in everything and everyone. Be your own kind of beautiful. You are beautiful. Next time you think of beautiful things, don't forget to count yourself in.*

Students design a poster, using photos of themselves or pictures from the internet that support their saying. Display it in the classroom to remind other students they are beautiful too.

– On the last page of the story, the minister said, *"I think they have realised that trying to fit someone else's idea of beauty is ridiculous"*. In a paragraph or two students write about how the minister taught this lesson and why he felt it necessary to go to the lengths he did.

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 and write a "Points of Beauty" list that shows all its good points in your opinion.
- 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.

Shambles

GOALS

Comprehension

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

Notice character changes

Make inferences

Vocabulary

Explore syllables

Fluency

Vary their voice for the different characters when reading dialogue

Writing

Summarise the story

Personal writing

Explore the problem and solution of the story

Word Study

– Syllables: When we look at syllables they help us to read a word. Ask students to draw two columns in their workbook or work as a group on the board. Write these words from the text. Have students clap the syllables and identify the syllables as you write.

2 syllables

Sham/bles

mir/ror

3 syllables

ex/cite/ment

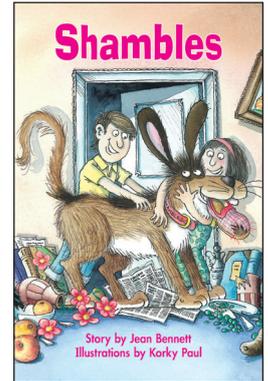
de/ser/ted

– Rules for syllabification:

1. Every syllable has a vowel.
2. Double consonants are broken in the middle.

Before Reading

- Look at the cover of Shambles. Ask: Who do you think might be called Shambles and why?
- On page 2, ask: Did you think the dog was called Shambles? If you didn't, do you definitely think so now? The children are twins Tracey and Alan Naylor. They call the dog Shambles because she is always making a mess and making the house a shambles.
- Look at the illustration on page 5. Ask: What do you think the Naylor's are doing? (moving house) Does the man on page 4 look happy with Shambles?
- On page 7, look for the word *abandoned*. Ask: What letter do you expect *abandoned* to begin with? Say the word slowly in syllables. (a/ban/doned) Shambles has run away and is lost. She is chased by a watchdog but luckily the watchdog abandons the chase.
- On page 9, there are new owners in Shambles' old house. Ask: Does the woman look happy to see Shambles at her house? (thrown shoes, angry pointing)
- On page 10, Shambles gets on a train and is woken suddenly when it takes off. Ask: How does she look in the illustration? (worried, scared)



Shambles was called Shambles because that is what he made of almost everything. When Shambles gets lost, his journey back to his family becomes, well... a shambles.

- When Shambles gets off the train, she sees a group of children at the hospital. They are very happy that she has come to visit.
- On page 17, ask: Does the nurse look happy Shambles has visited?
- On page 20, look for the word *wandered*. It has the small word *wand* at the beginning which helps us read it. Shambles wanders onto the beach and watches some children surfing.
- On page 26, look for the word *frightened*. Ask: What letter blend do you expect *frightened* to begin with? Run your finger under it and say *frightened*. Shambles finds a young girl hiding from her family behind rocks. The little girl tells her brother not to be frightened of Shambles.
- Read page 29 and have students note your fluency. Tell them that this is how you would like them to sound when they read to you later.
- Ask: What do you think will happen at the end of the story?

Reading the Text

- Students read the text silently, while you listen to individuals read aloud, looking after their individual needs. Ask them to think about how Shambles would have felt away from her owners.

Fluency

- Remind students that while you are listening to them read one on one, to think of using different character voices for dialogue.

After Reading

Invite students to discuss the story. Prompt if needed.

- Was your prediction of the ending correct? What was the same or different about it?
- How do you think Shambles felt throughout the story?
- How did the family feel about Shambles?
- On pages 8–9, how could the Naylor's have prevented Shambles being turned away from the new owners? (Told the neighbour that she was missing and to call them.)
- Look at the illustration on page 31. How do the twins look when they finally find Shambles?

Writing

– Students choose three chapters from the story and write one sentence that tells the biggest moment for Shambles in that chapter – the moment that changes Shambles' life or path throughout the story. For example, Chapter 1: Shambles broke the mirror and the man got mad and so she ran away from her family.

– Have students divide a page into two columns, titled Problem and Solution. Ask them to write a few sentences about a problem and solution from the story. They can illustrate their writing.

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 words for a "LOST DOG" poster. Describe what Shambles looks like and a list of the things she likes doing.
- 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.

Elliot and the Drainpipe Kids

GOALS

Comprehension

Make inferences

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

Communicate changes in ideas after reading the text

Vocabulary

Use figurative language

Fluency

Use character voices and expression when reading dialogue

Read with a loud clear voice

Writing

Analyse the characters

Letter writing

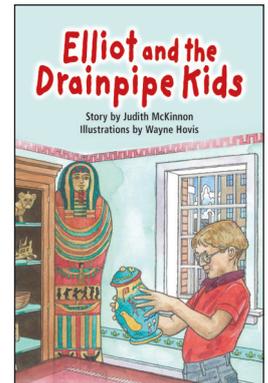
Word Study

– Figurative language: A simile is an example of figurative language. It cannot be taken literally. A simile uses *like* or *as* and compares two things. e.g. page 6, *Don't stand there "goggling like a goldfish"*.

– Discuss how the author uses these words to enhance the story? Think of other similes you could use – like two peas in a pod, running like the wind, as busy as a beaver, as brave as a lion.

Before Reading

- Have students read the title *Elliot and the Drainpipe Kids*. They go to the title page and read the note written by the main character Elliot Brown. They discuss their thoughts. Ask: What do you think Elliot will do to stop the robbery?
- On page 2, Elliot has moved into a new apartment. He is sad as he has left his old house and tree house behind.
- On page 3, he bangs on the outside drainpipe.
- On page 4, he meets CJ, Sam and Lucy. They pass notes to each other on a pulley system down the drainpipe.
- On pages 6–7 Elliott meets a man in the lift.
- On page 8, Elliot is asked to take a package up to Mr McCorkindale on the seventh floor, but he has to be careful as it is fragile.
- On pages 10–11, Elliot meets the man who was in the lift again. He is quite grumpy. Have students look at the background of the illustration. There are two men working on the alarm.
- On pages 12–13, the package has a small urn with pictures on it. Mr McCorkindale is very pleased. Then he leaves the room as his phone rings.



Elliot is in a new city and without any friends. Within a few hours he will be lying in an Egyptian burial chest, covered in toilet paper, threatened by robbers, and hoping his new friends will save him.

- On page 14, find the word *tampering*, clap and say the syllables aloud. Elliot is curious about the burial chest of an Egyptian mummy. He jumps in when he hears a noise as Mr McCorkindale would be furious at him for tampering with his Egyptian collection. That is when he overhears the alarm fitters plan to steal the treasure. He is trapped in the room. Mr McCorkindale comes back in thinking that Elliot has left. They all leave the apartment.
- Read page 15 to students to give them a model of fluent reading.
- On page 20, Elliot doesn't know what to do then he remembers the children he met and how they passed notes down the drainpipe. So he writes the note on the title page.
- On page 24, the children write a note back, with a torch and some toilet paper. Ask: What do you think the note suggested for him to do? Do you think they will stop the robbery?

Reading the Text

- Students read the text silently while you listen to individuals read aloud. While reading have students think about whether these children will be able to stop the robbery.

Fluency

- While listening to students read one on one, ask them to think about using character voices when reading dialogue.

After Reading

Invite students to discuss the narrative. Prompt if needed.

- Was your prediction correct about what you thought the plan was?
- How was it different? When did you start to know what their plan was if it was different?
- What kind of boy is Elliot? Show evidence from the text.
- What kind of children were Elliot's new friends?

Writing

- Have students imagine they are one of the drainpipe kids. Upon receiving the letter from Elliot, they write a letter back with a plan about how he could stop the thieves.
- Students write a paragraph or two analysing the character of Elliot Brown. They give details and evidence from the text to support their reasons. Ask: What was he like as a person? Was he brave, foolish or mischievous?

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 newspaper reporter covering the failed robbery of Mr McCorkindale's treasures. Write an exciting headline and the first paragraph of the report.
- 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.

Kerry's Keys

GOALS

Comprehension

Predict outcomes and interpret the text

Make inferences

Draw conclusions

Vocabulary

Use of conjunctions

Fluency

Model fluency adjusting pace, volume and using expression

Writing

Explore narrative plans

Personal writing

Word Study

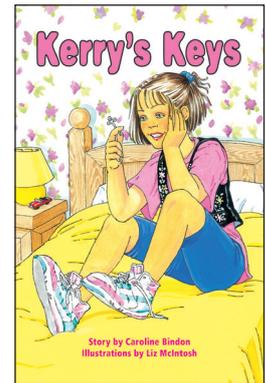
– Conjunctions: These are used to join words, phrases or two simple sentences to make one complete sentence. This makes the text flow more easily and can reduce repetition. Examples include for, and, but, or, yet, so, because, if.

– Read this sentence from the blurb on the board: *Kerry loves keys, but can she become the key to solving the problem before it is too late?* Ask: What is the conjunction (but)?

– Write these two sentences on the board. *Everyone gave Kerry keys. She knew the places each key unlocked.* Discuss what conjunction could be used to join these two sentences.

Before Reading

- Ask: What information do you get from the cover about *Kerry's Keys*?
- On page 2, Kerry has a key collection and she started collecting them because her Uncle Ronnie also has a collection. She is always hiding her collection in different places.
- On pages 4 and 5, her older half-sister, Nina, finds a key wrapped in a piece of notepaper and sealed inside a pottery jar. She gives the key to Kerry. While Kerry is hiding it, she overhears a secret. Her dad is asking her Uncle Ronnie, "How long do you have left?"
- On page 12, Kerry is sad and worried for days. There is a family conference and Kerry thinks they are going to announce that Uncle Ronnie is dying. But he is writing a family history book and has spent the money from the publisher on the farm costs. Now he doesn't have enough research on the family history and he can't finish his book.
- Look at the illustration on page 17. Ask: How does Kerry look about that news? She tells them all not to worry. They'll find the information they need. They write letters to family members and friends asking for information.
- On page 19, look for the word *optimistic*. Clap and say it together. To be optimistic is to expect the best outcome. The family receives a letter to say that there are secret hideaways in the family house that might hold the information Uncle Ronnie needs to finish the book.



Her Uncle Ronnie has a big problem that affects the whole family. Kerry loves keys, but can she become the key to solving the problem before it is too late?

- Look at the illustration on page 21. Ask: What is happening? (The farmhouse has flooded.)
- Look at the illustration on page 23. Ask: What is Kerry pointing at? (Shadows in the wet wallpaper, a secret cupboard?) They start ripping off wet wallpaper and find a secret door.
- On page 30, Kerry is interested in finding the secret doors and hideaways and helping her Uncle Ronnie. She goes looking and falls into a secret tunnel where she finds her key collection. It must have fallen into the tunnel.
- On page 36, the family investigates. Kerry finds a metal box, two heavy books, an Old Bible and an envelope. The family is delighted.
- Ask: What do you think will happen at the end of the story to Kerry's family?

Fluency

- Uncle Ronnie finds some letters in the envelope and begins to read them. Turn to page 40 and have students listen while you read to them. They follow along as you read and listen to how you pause at punctuation, build suspense with your voice and fluency. Tell them that this is how you would like them to read to you when it is their turn.

Reading the Text

- Students turn back to the beginning of the book and think about how Kerry's keys played a role in her family's discovery of the information.
- Invite students to read the text silently while you listen to students one on one encouraging expression and fluency.

After Reading

Invite students to discuss their findings from the book *Kerry's Keys*. Prompt if needed.

- Were your thoughts about how Kerry's keys played a role in gaining information correct?
- How did the family feel when they thought they were going to lose the farm?
- How did the family feel when they discovered the belongings on the secret shelf?
- Describe the relationship Kerry and her Uncle Ronnie had. (Provide evidence from the text.)
- How did the family feel at the end of the story?

Writing

– Students fill in a few sentences in the narrative framework of *Kerry's Keys*. It had a clear beginning, middle and end, with a problem to solve.

When? Where? Who? What happened? Problem/Complication? Solution/Resolution?

– Ask: Do you own a collection like Kerry's keys? Students write a few paragraphs explaining their collection and why it is so important to them. They draw a picture with labels to add to the information, to paint a clearer picture of a treasure collection.

Home/School Link

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

- Writing: Write a paragraph about the kind of person Kerry is by looking at the illustrations of her in the story.
- Thinking: Answer five comprehension questions about the text.
- Record: Students read and record part of the story by themselves and save it for you to listen to later.

Twins to the Rescue

GOALS

Comprehension

Analyse characters
Identify the main idea
Predict outcomes

Vocabulary

Understand /ph/ digraph

Fluency

Read with appropriate intonation and make use of punctuation
Use expression and character voices when reading dialogue

Writing

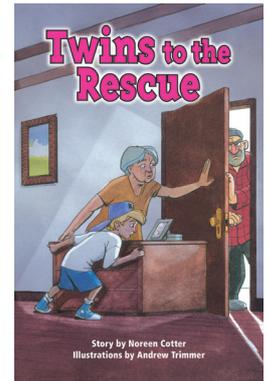
Explore newspaper writing
Complete a book review

Word Study

– Ph digraph: The digraph /ph/ is a single sound represented by two letters – ph sounds like f. Write *elephant* and *nephew* on the whiteboard. Underline the ph and focus on the sound the two letters make. Say the words in a sentence.
– Add other ph words students may already know. e.g. photograph, pharmacy, dolphin

Before Reading

- Have students tell what they are going to read about today after looking at the cover of *Twins to the Rescue*. Ask: What is going on?
- Read the blurb to students. Ask: How do you feel about reading this story? Do you think it will be a mystery or a thriller?
- On page 2, we meet twins Tim and Gemma. It is the summer holidays and they are bored because they are not doing any exciting things.
- Look at the illustration on page 9. Ask: What does the house look like? Tim and Gemma are at Mary Carpenter's house. They have heard many stories about her. The twins see a figure in the window but she never has visitors. So they go to investigate.
- Look for the word *nuisance* on page 16. Have students say what two letters they would expect *nuisance* to begin with. Clap the syllables and say the word aloud. Ask: Does the man at the door look friendly? He tells Tim to go away before he becomes a nuisance.
- Look at the illustration on page 21. Ask: How do Tim and Gemma look? (nervous and anxious)
- On page 22, look for the word *crept*. Gemma crept through the backyard.
- Look at the illustration on pages 24–25. Ask: Do you think the twins were right about something being wrong?
- On page 32, Tim finds Miss Carpenter tied up so he unties her. The man is her nephew. He knows she has some rare books and he wants to sell them. They are being repaired and he won't listen. Students discuss what kind of a man he is.



There is something odd going on in Mrs Carpenter's house. Gemma and Tim know it, but will they be able to help her before the strange man there gets to them?

- Look for the word *barricade* on page 40. It has a double r in it. Ask: What sound does the double r make? Find it and clap the syllables. Tim and Miss Carpenter are trying to stop Ronald from harming them so they barricade the door.
- On page 42, Gemma has convinced Mr and Mrs French to come and help Tim and Miss Carpenter. They see the sign at the window and know something is wrong.
- Read page 43. Students listen to how you read, noticing your fluency, expression and how you pause at appropriate punctuation. Tell them that this is what you want them to sound like when they read to you. Discuss how the punctuation helps to make sense of the text.
- Ask: What do you think will happen at the end of this story?

Reading the Text

- Invite students to read the text silently while you listen to individuals to help meet their individual needs. Ask students to think about how Tim and Gemma listened to their instincts and helped Miss Carpenter.

Fluency

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

After Reading

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

- Was your prediction correct? What was the same/different?
- Were the twins brave or silly? Why do you think they felt they had to act without any adult help at first?
- How do you think Miss Carpenter felt about her nephew? Show evidence from the text.
- Do you think the adults in the book would have treated the twins differently after they had helped Miss Carpenter?

Writing

- Students imagine they are a newspaper reporter and hear about Tim and Gemma helping Miss Carpenter. They write an article explaining what happened and how the twins saved the day. They think of a heading to catch the reader's attention and draw a picture to support the story.
- Students review *Twins to the Rescue* to encourage or discourage others from reading this book. Ask: What are your thoughts? What would you give it out of five stars and why?

Home/School Link

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

- Writing: Look at the illustration on page 27. Write how you think Miss Carpenter, her nephew and Tim were feeling at the time.
- 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.

Messages Without Words

GOALS

Comprehension

Find meaning from content
Identify the author's purpose
Use graphic elements to find and clarify meaning
Summarise information

Vocabulary

Base word *sign*

Fluency

Model fluency adjusting pace, volume and intonation
Use punctuation to activate pauses

Writing

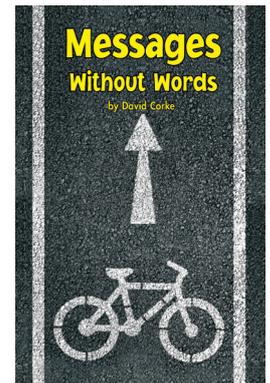
Write in morse code
Summarise the main idea
Recall day events

Word Study

– Base word *sign*: Look in the index to see how many different signs there are in the book. Using *sign* as a base word, think of other words that have the base word *sign* in them. e.g. signal, signalling, signature, signaller, signer, signing, sign language, signboard.

Before Reading

- Look at the cover of *Messages Without Words*. Ask: What do you think we will be reading about today? What message does the sign on the cover give? Scan the text to see if their thoughts were correct.
- On the contents page, look at the way the author has chosen to organise the text. We receive wordless messages in a wide range of situations.
- On page 3, look for the word *communicate*. Ask: What three letters do you expect *communicate* to begin with? Clap the syllables. Ask: What does this mean? (share information with others)
- On page 4, you will read about how people kept in touch before telecommunications.
- Look at the illustration on pages 6–7. These are semaphore flag positions.
- On page 8, read the text as a model of fluent reading.
- The photograph on page 9 shows a morse code machine that sends the coded message for people to interpret. Ask: What does each flag position and morse code represent? (letters) Do you think these are an efficient way to send a message without words?
- On page 10, ask: What are some ways we send messages today?
- Students scan the book, reading the chapter headings and looking at the pictures to see the ways we do send messages. Ask: What did you notice about the different ways we send messages without words?



Every day people send messages to each other in ways that don't require words. Read about the history of wordless messages and some of the ways that people communicate with each other using symbols, sights and sounds while needing no words.

Reading the Text

- Have students read from the beginning of the book. As they read, have them think about how everyday they are sent a message without words without even realising.
- Invite students to read the text silently and you listen to them one by one, encouraging expression and fluency.

Fluency

- Remind students that while they are reading to remember to read fluently and take note of punctuation for pauses. They should listen to themselves read and if it doesn't make sense, reread and self correct.

After Reading

Talk about the book *Messages Without Words*. Prompt if needed.

- How do we receive messages daily without even realising it?
- How have we changed from the past in sending messages without words?
- How did the author organise the information in this text?
- What is the main idea?
- What was the author's purpose in writing this?
- Did the author and illustrator work well together to support each other in the book? (Show evidence and examples from the text.)

Writing

– Students use the Morse Code on page 8 to write a message about the main idea of the text. They ask a member of their group to solve it. Remind them to leave enough room for the solution. Show an example of how to set it out on the whiteboard.

C O D E
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– Students think about their day, from the moment they woke up until now. They list the ways in which they received messages without words.

1. alarm clock
2. looked at the time on the clock
3. crossed the road by street signs for pedestrians

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 sports umpire. Write a paragraph to explain why sometimes you need to send messages without words.
- 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.

Favourite Games

GOALS

Comprehension

- Identify the author's purpose
- Understand the topic
- Read and interpret facts presented in different ways
- Identify the main idea

Vocabulary

- Understand tenses of verbs

Fluency

- Adjust pace and tone of reading to suit text features and graphic elements
- Self correct and listen to themselves read

Writing

- Summarise information from the text
- Interview family
- Write an instructional guide

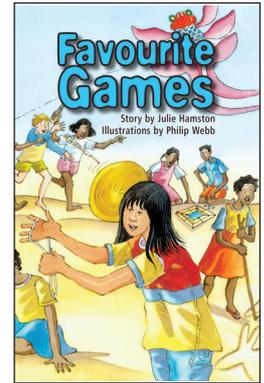
Word Study

- Verb tenses: Look at verbs from the text and write them into three columns: Past (yesterday), Present (today), Future (tomorrow). Talk about the changes to verbs and what students notice.

<i>Verb</i>	<i>Past Tense</i>	<i>Present Tense</i>	<i>Future Tense</i>
fly	flew	fly	will fly
stand			
pass			
roll			
sit			
loop			
chase			

Before Reading*

- Read the blurb of *Favourite Games* to students and have them note your fluency. Tell them that this is how you would like them to sound when they read to you later.
- Look at the cover. Ask: What kind of games do you think we will read about today? Look at the contents page. Were any of the games you mentioned there? Do you recognise any?
- Look for the word *traditional* on page 2. Ask: What three letters do you expect *traditional* to begin with. Clap the syllables.
- On page 4, the country of origin is listed after the name of the game.
- On page 6, look for the word *equipment*. This begins with eq. Clap the syllables. Equipment is what you will need. Most of these games use simple equipment.
- On page 9, the illustrations support the text and give a picture of how to play each game.



Wherever there are children, games are played. Often these games have been played for generations. They are usually simple, don't need much equipment, have no limit on the number of players and are fun.

- On pages 12-17, “Kites” is a comprehensive look at how to make a kite. On page 16, find the word *alternately*. There are two options on how to keep the kite flying.
- On page 18, piñatas are colourful containers made from papier-mâché and filled with sweets and toys. Ask: Have you ever had a piñata at a party? Find the word papier-mâché on page 20. It is a hyphenated word. Both these words come from other languages which is why they have symbols over some of the letters.
- On page 22, read point 2 to students and have them notice the pronunciation guide for *Kia rite!* These are Maori words as The Stick Game is from New Zealand.
- Scan the remaining games and have students read about how the games are played and where they come from. The illustrations will help to understand how the games are played.
- Ask: Would you like to play any of these games in the playground at school or at home?

Reading the Text

- Students read the text silently, while you listen to individuals read aloud. Ask them to think about what game they would like to learn to play at school.

Fluency

- Remind students to listen to themselves read and if what they are reading doesn't make sense to go back and self correct. They adjust their pace and tone of reading to suit text features and graphic elements.

After Reading

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

- Have you played any of these games before? Talk about your experience.
- What game interested you the most?
- The fact that you need little or no equipment makes these games easy to play. Did you find the instructions helpful? (Discuss thoughts and show evidence from text.)

Writing

– As a class play one of the games together. Then students write a reflective piece of writing about the game. Ask: Did you enjoy the game? Would you play it again? Were the instructions clear enough or did you have trouble playing the game? What would you rate the game and will you be playing it with other friends?

– Ask students if their family has a game that they play. They write out the game, what is needed, how to play it and an illustration to help the reader enjoy the game. If they haven't got a game, they prepare some questions to ask their family after school. These games could make a class book for everyone to enjoy new games in the playground.

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: Explain how to play one of your favourite playground games.
- 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.

Places of Mystery

GOALS

Comprehension

Understand how a nonfiction text is organised around one concept
Recognise and understand the use of headings
Notice and use information in the fact boxes

Vocabulary

Understand when to use italics in a text

Fluency

Adjust pace and tone of reading to suit text features and graphic elements
Read in a loud clear voice

Writing

Summarise information
Create a travel brochure
Explain and support beliefs

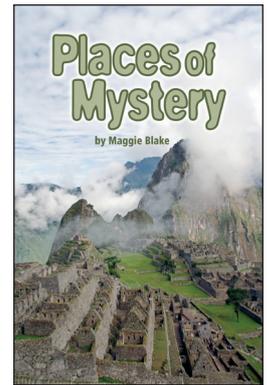
Word Study

– Using italics: In the text *Places of Mystery*, the author used italics. Write down this sentence from page 14 on the whiteboard. He had been asleep on board his boat, the *Wild Goose*. Ask students to work out why *Wild Goose* was in italics in this sentence.

– The use of italics is called “style” and there are rules about when to use them. The ones we see most often are the titles of works such as books, newspapers, magazines and plays; the names of ships; and foreign words. Talk about these rules and write a sentence on the whiteboard together that requires italicization of a word or words.

Before Reading

- Have students look at the cover of *Places of Mystery*. Ask: Do you know what place is shown here? It is Machu Picchu in the Peruvian Andes. Has anyone been there or heard of Machu Picchu? (Discuss any prior knowledge or experience.)
- Ancient ruins show us where there were once lost civilisations. Go to the contents page. Ask: Have you heard about the places of mystery we will be reading about?
- Read the introduction on page 2. Have students follow as you read and remind them to notice where you pause at punctuation, your intonation at questions and your fluency. Tell them that it is important to read the introduction to set the scene so we know what we are about to read.
- Look at the illustration of the world map on pages 4 and 5. This shows where the places of mystery featured in the text are found.
- On page 8, look for the word *philosopher*. Ask: What two letters do you expect *philosopher* to begin with? Run your finger under the word and say *philosopher*. The Greek philosopher Plato first wrote about Atlantis 2,350 years ago.
- On page 17, there is a map of the area they call the Bermuda Triangle. Many ships and planes have disappeared inside this imaginary triangle.



Ancient ruins show us where there were once lost civilisations. Travel from the mountain peaks of South America to the plains of China and to the bottom of the ocean to explore these places of mystery.

- Look for the word *conquistadors* on page 28. Ask: What three letters do you expect *conquistadors* to begin with? Clap the syllables. The Spanish conquerors invaded Peru in the 16th century. The word *conquistadors* is Spanish and means conquerors.
- On page 30, the chapter titled “El Dorado” is the story of an Indian chief who threw his treasure into the lake to please the god of the lake and keep his people safe. Many tried to drain the lake to find the treasure. Ask: What do you think became of the treasure? Do you believe the god of the lake would be pleased if people tried to find the Indian chief’s treasure?
- On page 40, look for the word *terracotta*. Ask: What three letters do you expect *terracotta* to start with? Terracotta is a baked clay. A terracotta army was built by China’s first emperor to protect his tomb 2,200 years ago. So far 7,500 terracotta soldiers have been found.
- Look at the photograph on pages 44 and 45. As: What do you notice about their faces? (No one is alike – they are the real faces of the emperor’s army.)

Reading the Text

- Invite students to read silently and at their own pace. Listen to individuals and attend to their individual needs. While they are reading, ask them to think about why in modern times we haven’t been able to solve these mysteries.

Fluency

- Remind students to listen to themselves read and to adjust their pace and tone of reading to suit text features and graphic elements. Remind them about how you sounded when you read the introduction and ask them to try and sound like that.

After Reading

Once students have read the text independently, begin your discussion. Prompt if needed.

- Why with all of the scientific equipment we have today can’t we solve these mysteries?
- The author asked a lot of questions throughout the text, such as Did Atlantis really exist? (page 12); Was it disease or fear that made them leave and let their city fall into ruin? (page 28); Why the people of China forgot the emperor until his terracotta army was dug up 2,000 years later? (page 46) What are your thoughts on these big questions?

Writing

– Students choose one of the places of mystery and produce a travel brochure. They write about it in their own words, summarising the information so that if someone was interested in travelling to further investigate the destination they would be excited and informed when they arrived.

– Have students write down their thoughts about the El Dorado treasure. Now the Colombian government has turned the lake into a national reserve. Students explain their thoughts about the government action and why they feel this way.

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: Use your imagination to write a paragraph to explain one of the mysteries in the book.
- 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.