

# The Girl Who Washed in Moonlight

## GOALS

### Comprehension

Identify the main idea

Predict outcomes

Find meaning from content

### Vocabulary

Understand the use of dashes

### Fluency

Model fluency adjusting pace, volume and expression

Take a short breath at punctuation

### Writing

Extend story ending

Analysis of a main character

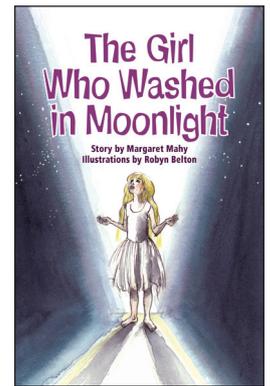
### Word Study

– Dashes: Like commas, semicolons and colons, dashes indicate added emphasis. Dashes subtly change the tone of a sentence and often create a shift in thought. Write this sentence on the whiteboard. *But it did not matter, the girl had washed all over in the moonlight and now she stood waiting in the cupboard – a girl of silver fire.* (page 20)

– Have students listen to how you read it and see how the author has used dashes cleverly.

### Before Reading

- Read the blurb to students. Ask: What are you expecting the young girl in the story to be like?
- On page 5, look at the illustration. Every night the young girl is forced to sleep in a cupboard but she cleans herself with a magic cake of soap from her dead mother that never grows less.
- Look for the word *malice* on page 6. Read the sentence *malice* is in. (paragraph 2) Ask: What does *malice* mean? (The desire to inflict harm and suffering on another) Often if we are unsure of a word's meaning, it helps to read the sentence it is in.
- Look at the illustration on page 9. Ask: Does it look like the poems of hate and harm are working on the young girl?
- Look for the word *chink* on page 18. Ask: Do you know what a chink is? Read the sentence the word *chink* is in? Did that help you? If not get a dictionary and look up what a chink is. Never read on if you don't understand what a word means. Discuss why with students.
- On page 20, the witch has tried everything to prevent the young girl from cleaning off the wickedness from the day. Look at the picture. Ask: What was now washing it off the young girl? (The moonlight)
- Turn back to the beginning. Ask: What do you think will happen to the young girl and the wicked witch in the rest of the story? (Discuss predictions.)



Forced to live and work for a wicked witch, a young girl has only a cake of soap from her dead mother and the moonlight to turn back the darkness that surrounds her.

- Model fluency by reading to students, demonstrating short pauses at commas and where it is appropriate to take a breath.

### **Reading the Text**

- Invite students to read the text silently while you listen to them one by one, encouraging expression and fluency. While they are reading, invite them to think about how the young girl felt throughout the story.

### **Fluency**

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

### **After Reading**

Talk about the story. Prompt if needed.

- Did your prediction match what actually happened in the story? What was different?
- What is the main message from the author?
- There is an old saying that "Good always triumphs over evil". Do you think this story supports this?
- Both of the characters didn't have a name in this story. Why do you think the author chose to do 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 write a few paragraphs about how the witch and young girl travelled together and lit up the desolate corners of the world. They write about their adventures and then draw an illustration to support the story.

– Ask: Did you notice in the story that you never saw the face of the wicked witch? Have students draw a picture of what they think she looked like and write a paragraph about why they chose to make her look the way they 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: Write an advertisement for the magical soap 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.

# The Stranger from the Sea

## GOALS

### Comprehension

Predict outcomes and interpret the text

Make inferences

Draw conclusions

### Vocabulary

Understand contractions

### Fluency

Model fluency adjusting pace, volume

Use expression and character voices when reading dialogue

### Writing

Explore narrative plans

Personal writing

Develop internet research skills

### Word Study

– Contractions: These are made by two words being combined together with an apostrophe where letters are removed to make one word. Write these contractions from the text on the whiteboard.

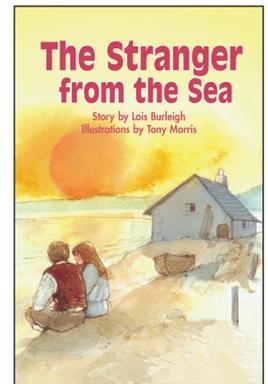
Have students tell what letter/s has been removed.

*there + is = there's; we + will = we'll; I + will = I'll; do + not = don't; he + is = he's*

Students suggest other contractions they know to add to the list.

### Before Reading

- *The Stranger from the Sea* is a narrative text. Ask: What information do you get from the cover? Read the blurb to students. Ask: Do you have any new thoughts?
- On page 2, Thomas lives alone on the south coast of the island. He is lonely and would like someone to share his life with.
- On page 6, the town rushes to help a crew of a sinking boat. Look for the word *fragile*. Clap the syllables. One of the men carries a fragile figure who is having difficulty breathing.
- Look at the illustration on page 8. Thomas has taken her home to look after her and make her comfortable from the storm.
- On page 11, people gossip because the woman, called Marina, can't walk or talk. They think she will bring Thomas bad luck. Ask: What are your thoughts about Marina and Thomas?
- Look for the word *embroidered* on page 14. Ask: What two letters do you expect *embroidered* to begin with? Clap the syllables. Marina delicately embroidered fish, seaweed or shells on the cottage's curtains, bed covers and tablecloths.
- On page 16, seven years after Marina came into Thomas' life, there is a storm. This time both Marina and Thomas go to help. Marina is a strong swimmer and helps to save people. But she never returns from the sea.



Thomas lives alone by the sea until one night a storm delivers a mysterious stranger to his cottage. Who is this woman, why can't she speak, and what is her connection to the sea?

- On page 19, read the text and have students note your fluency and follow with their eyes. Tell them that this is how you would like them to sound when they read to you later. Have them note the character voice and variation of pace and volume used to create interest and show understanding.
- Thomas waits and mourns Marina. The local townspeople still gossip about Marina.
- Ask: What are your thoughts about who this strange woman from the sea is? 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, attending to their individual needs. Ask them to think about who this stranger is while they are reading.

### **Fluency**

- Remind students to remember to listen to themselves read and self correct if what they are reading doesn't make sense and adjust their pace and volume to match the story. Praise them when they use expression and character voices while reading.

### **After Reading**

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

- Who do you think Marina was?
- Do you think she was a mermaid? Did the local townspeople think she was? What did you read that made you think that? (Seven year myth page 20)
- Do you think Thomas thought Marina was a mermaid?
- Look at the illustration on page 20. How do you think Thomas is feeling without Marina?
- On page 22, when Marina returned from the sea, she could walk and talk. How can you tell she is happy to see Thomas? (arms stretched and smiling)
- Why did the couple ignore the gossip?

### **Writing**

– Have students write a few sentences in this narrative framework about *The Stranger from the Sea*. It had a clear beginning, middle and end, with a problem to solve.

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

– Have students research mermaid myths/tales and see if they think Marina fits the tales about mermaids. They write a few paragraphs with supportive evidence from the text and add new information from the internet about mermaids.

### **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: There is a photograph in a newspaper story about the sinking of the fishing boat. Write a caption to go under it.
- Thinking: Answer five comprehension questions about the text.
- Record: Students read and record part of the story by themselves and save it for you to listen to later.

# The Crystals

## GOALS

### Comprehension

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

### Vocabulary

Understand antonyms

### Fluency

Vary pace of reading, pause at punctuation and use expression to suit the reading situation

### Writing

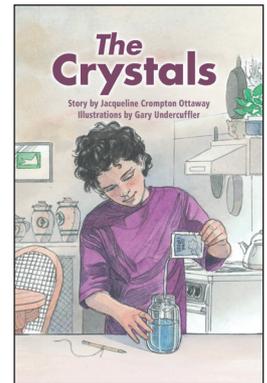
Write a reflection  
Creative writing relating to the text  
Summarise the main structure of the text

### Word Study

– Antonyms: These are words that have the opposite meaning. Discuss the meaning of these words from the story – *introvert* and *extrovert*, *stepsister* and *stepbrother*. Have students think of and discuss antonyms for the following words from the story.  
*backwards, upstairs, starving, together, everything*

### Before Reading

- Ask students what they think is happening on the cover of *The Crystals*. Read the blurb to them. Have them listen to your fluency and explain that this is how you want them to sound when they read to you later.
- On page 3, look at the illustration of the girl. Her name is Samantha and she is one of the main characters. Ask: How does Samantha look like she is feeling? (sad and disinterested)
- Look for the word *introvert* on page 4. Ask: What two letters do you expect to find at the beginning of *introvert*? Have students read the last paragraph of page 4 to themselves. Ask: What does *introvert* mean? Samantha's family believe that she is an introvert.
- On page 8, find *extrovert*. It starts with /ex/. Ask: If *introvert* is to be shy and stay within oneself, what do you think *extrovert* means? (friendly and outgoing) Samantha thinks her stepsister and stepbrother are extroverts because they are always going out.
- Look at the illustration on pages 10–11. Samantha's mum has come home earlier than usual and they are alone. Ask: How does Samantha look now? Why do you think that?
- On page 16, Samantha's stepfather Thomas has come home. Ask: How does Samantha look now? Find the word *gesticulated*. Run your finger under it and say it aloud. Thomas was gesturing wildly at the windowsill with a knife. He is talking about Samantha's crystal experiment that isn't working. Samantha's mum has to leave to go to a work meeting.



Not only does Samantha have to share her house and her mother with a new stepfather and his children, she has a school science experiment that won't work. In solving the problems she makes some new discoveries.

- On page 20, have students tell what they think of Samantha's relationship with Thomas. He asks her what is wrong and that before he married her mother she seemed happier.
- Find the word *impertinence* on page 23. Discuss the meaning and if students don't know, they can look the word up in a dictionary.
- On page 24, Thomas offers to help Samantha with her crystal-growing experiment. She's not so keen. Ask: Do you think she'll listen? What do you think will happen in the end of the story? Do you think Samantha and Thomas' relationship will improve or remain the same?

### **Reading the Text**

- Have students read the story from the beginning and think about Samantha and Thomas' relationship and if they are working to improve it.

### **Fluency**

- Invite students to read the text silently while you listen to them one on one, encouraging expression and fluency.

### **After Reading**

After reading the story, ask students to share their thoughts. Prompt if needed.

- Was your prediction of what would happen at the end of the story correct? What was different?
- Did the relationship between Samantha and her stepfather Thomas improve?
- Look at the illustration on page 32. How can you tell that Samantha likes her stepfather now and is more willing to give their relationship a go?
- How did Samantha change throughout the story?
- Was this story a realistic or fantasy fiction? (realistic, as it could happen in real life)
- Do you think the illustrations supported the text and helped with your understanding of this story? (Show supporting evidence.)

### **Writing**

- Have students write a final chapter to *The Crystals*. They write what they think life will be like now that Thomas and Samantha are working at their relationship. They include an illustration to support their chapter.
- The story had a clear narrative structure. Have students break up the narrative and write a few sentences/paragraph about each step of the narrative.  
Beginning; Middle; Problem; Ending; Solution

### **Home/School Link**

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

- Writing: If there was a thought bubble coming out of Thomas' head on page 23, write what he might be thinking.
- 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 Flyer

## GOALS

### Comprehension

Make inferences

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

Communicate changes in ideas after reading the text

### Vocabulary

Understand prefixes

### Fluency

Build suspense with voice

Use character voices and expression when reading dialogue

### Writing

Analyse the characters

Provide evidence

Explore imagination and write a creative piece of text

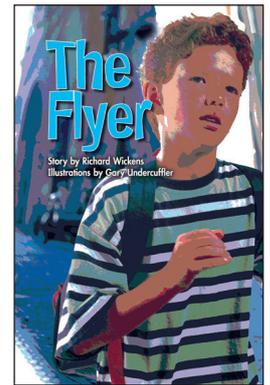
### Word Study

– Prefixes: Write these words with prefixes on the board. **dis**appear, **un**harm**ed**, **un**welcome, **mis**fortunes, **re**located, **un**tidy, **re**development, **im**patiently

Highlight the prefix added to each word. Talk about how it changes the meaning of the base word.

### Before Reading

- *The Flyer* is a chapter book. Brendan's overseas trip to see his aunt goes horribly wrong. His aunt doesn't pick him up from the airport and she wasn't at her house either.
- Look for the word *ruefully* on page 2. Ask: What two letters would you expect *ruefully* to begin with? (*Ruefully* means to feel sad about something but with some humour.) Brendan thought *ruefully* about getting a hamburger because that was when things went bad.
- On page 7, look at the illustration. Ask: What do you think is happening here? A homeless boy called Baron has chased Brendan and taken his backpack.
- In the illustration on page 9, a young man called Carlo steps in to save Brendan's day. Ask: Do you think that Baron and his gang would have gone away when they saw the dogs?
- Baron and his gang do run away but they take Brendan's backpack with his passport and ID. They tell him he has to buy it back.
- Look at the illustration on page 13. Carlo blindfolds Brendan to take him to where he lives. The fewer people who know where he lives, the better. Ask: How do you think Brendan is feeling at that moment? He must trust Carlo to allow him to cover his eyes and guide him. Would you have done that?
- Carlo takes Brendan to where he lives with his poppa in a basement. Carlo's dad, Marco, is in a wheelchair. He was a trapeze artist (a flyer). He broke his back in the circus.
- On page 21, find the word *Auldelberg*. It begins with a capital A because it is the name of the suburb where Carlo lives. Run your finger under it and say it aloud. It's been marked for development so there is no electricity, no trains and hardly any people live there.



Brendan's overseas trip starts going wrong from the moment he arrives at the airport. Why hasn't his aunt come to meet him? He decides to fill in time at a nearby burger bar and that's when the trouble begins.

- Look at the illustration on page 25. Carlo's cousin Rosa is practising her trapeze moves. The boys have come to get some ropes. They plan to get Brendan's backpack off Baron.
- Baron and his gang live in a castle in the middle a polluted lake. Look at the illustration on page 32. Ask: How do you think Carlo and Brendon got onto the island to get the backpack?
- Read page 34 and have students note your fluency and how you use your voice to build suspense when reading and use character voices when reading dialogue. Tell them that this is how you would like them to sound when they read to you later.
- Ask: Do you think Carlo and Brendan get the backpack without waking the gang? How do they get off the island? Do you think Brendan's aunt is looking for him? What do you think will happen at the end of this story?

### **Reading the Text**

- Students read the text silently while you listen to individuals read aloud. Focus on students' individual needs when listening to them. Invite them to think about whether they could be as brave as Carlo and Brendan in this situation.

### **Fluency**

- While listening to students read one on one, prompt them and help them break up and solve unknown words, self correct and focus on fluency. Remind them to use character voices and expression when reading dialogue and to build suspense with their voice.

### **After Reading**

Invite students to discuss the *The Flyer*. Prompt if needed.

- Were your predictions about the end of the story correct? How were they different?
- How brave do you think Carlo and Brendan were? Why?
- Are you still worried about Carlo and Marco?
- What do you think will happen to the people of Auldeburg?
- What do you think was the author's main message to his readers?

### **Writing**

– Have students analyse the characters in the story. They could present it in a table format or as a paragraph about each character. (Brendan, Carlo, Baron, Marco) They give details about how the author portrayed them. They include quotes to provide evidence to support their opinions.

– The last line in the story is *What was the point of her being rich and influential if she couldn't help other people?* Ask: What do you think could happen when Brendan tells his aunt about how Carlo and Marco protected him? Write a few paragraphs explaining what you believe would happen if there was another chapter in this book.

### **Home/School Link**

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

- Writing: Imagine this story happened 20 years ago. Write a paragraph to tell readers what happened to Carlo and what he is doing today.
- 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.

# Popping Corn

## GOALS

### Comprehension

Use and understand information in a table  
Identify the main idea  
Use graphic elements to find and clarify meaning

### Vocabulary

Understand that some words are spelt and spoken the same but have different meanings (heteronyms)

### Fluency

Read orally with fluency, using punctuation for phrasing and intonation  
Listen to themselves read and if the text doesn't make sense, reread and self correct

### Writing

Dictation  
Research and reflection writing

### Word Study

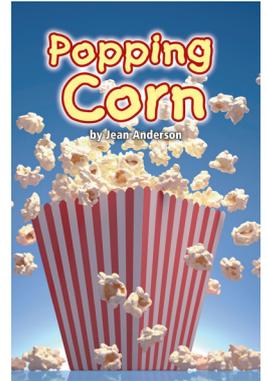
– Heteronyms: These are words that sound the same but are used as different parts of speech. Ask students what they think a noun is and a verb. Talk about nouns and verbs that are spelt and spoken the same. Write this list on the board. Place the words in a sentence as you write them.

<i>Noun</i>	<i>Verb</i>
bowl	bowl
rock	rock
produce	produce

See if students can add other words they know to the list.

### Before Reading

- *Popping Corn* is an informational text. Ask: Do you eat popcorn at home? How do you cook it?
- On page 2, read the chapter heading “What is Corn?” Ask: What are you expecting to read in this section?
- On page 6, look for the word *Quetzalcóatl*. Explain to students that it is a difficult word to say because it is a word from a language in Central America. (See a map of Central America on page 9.) There is a pronunciation guide. The author has broken the word up into syllables so it is easy for us to say it. Read it aloud, using the guide. Quetzalcóatl was a god to the people of Central America.
- On page 10, look for the word *archaeologists*. Clap it into syllables. Remind students how syllables help us to break up and read unknown words. Run your finger under the word and say it aloud. Ask: What do you know about archaeologists? (They study human history, particularly culturally important and prehistoric history.)



Popcorn is more than a tasty snack at the movies. Corn has been “popped” by people for at least 2000 years. The history and science of popcorn is just as interesting as the flavours.

- On pages 14–15, look at the table the author has composed. Corn has an amazing history. Ask: Did you expect corn to have been around for so long?
- Read the fact box on page 19 entitled “Nutritional Value”. Have students focus on your fluency. Ask: How did I read that text? (pause at punctuation and change voice at exclamation mark) What do you think the word *nutritional* means?
- On page 20, there are recipes for tasty ways to flavour popcorn. Students tell their favourites.

### **Reading the Text**

- Invite students to read the text silently to themselves while you listen to individuals. Ask students to think about how important popcorn has been to people throughout history.

### **Fluency**

- While you are listening to students read, focus on fluency. If they need to work on their fluency, take the time to record them reading, so they can hear themselves and make efforts to improve. Encourage them to listen to themselves as they read and if it doesn't make sense, ask why, self-correct and reread.

### **After Reading**

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

- What is popcorn?
- Tell about the history of popcorn and why it was so important to different cultures throughout time. Show evidence from the text.
- Why do you think popcorn was so intriguing to people many years ago?
- Does popcorn have the same importance today?

### **Writing**

– Dictate the following sentences to students. (pages 2 and 19)

*There are many varieties of corn, or maize as it is known in some parts of the world. Popcorn is good for you. It has fibre and is low in calories.*

– Students search the internet for the craziest popcorn story or recipe they can find.

They print their story and paste it in their workbook. They then write a reflection on why they chose the recipe or story. Maybe students have their own popcorn story to share.

### **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 down your three favourite movies and beside each one put the flavour of popcorn that would suit that movie. You can invent new flavours if you want.
- **Thinking:** Answer five comprehension questions about the text.
- **Record:** Students read and record part of the story by themselves and save it for you to listen to later.

# What are Wonders of the World?

## GOALS

### Comprehension

Find meaning from content

Make inferences

Predict and find content using text features and graphic elements

### Vocabulary

Understand digraphs

### Fluency

Read orally with phrasing

Self-correct while reading, help students sound out unknown words

### Writing

Research and fact finding

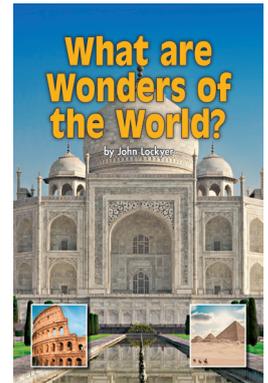
Reflective writing

### Word Study

- Digraphs: Tell students that a digraph is where two letters make one sound such as /ch/. Write these words on the board and ask students to indicate the digraphs so that you can underline them. Say the words. **amphitheatre**, **pharoah**, **China**, **each**, **thousands**, **the**, **shimmer**, **shaped**.
- Brainstorm other words with digraphs and record them on the board to read together.

### Before Reading

- *What are Wonders of the World?* is an informational text. Ask: Do you know what this title means? Do you know any wonders of the world? Do you know anything about the three on the cover?
- On the contents page, the first entry is an explanation of what a wonder of the world is. Then a list of the wonders featured in the text and some natural wonders.
- On page 4, look for the word *mysterious*. Ask: What two letters would you expect *mysterious* to begin with? Clap the syllables. People still don't know for sure why Stonehenge was built.
- Look at the illustration on page 6. This is how people think the Moai on Easter Island were put up. The largest is as tall as a seven-story building. They were built in a time when there was no machinery.
- Find the word *pharaohs* on page 8. It starts with ph that makes an /f/ sound. The pyramids were burial tombs for the Egyptian kings who were called pharaohs.
- On page 12, look at the photograph of the Colosseum. It still stands today in modern Rome. It was built over 2000 years ago for Romans to gather and watch blood sports.
- Look for the word *reinforced* in the caption on page 14. Ask: What prefix does the word *reinforced* begin with? The information supports the text and photograph. This information is valuable and should always be read.



Here are some of the wonders of the world, created by people or by nature that continue to impress and inspire people everywhere.

- On page 16, you will read about the Taj Mahal in India. It is a tomb of remembrance for an emperor's wife. Ask: Does anyone know what a tomb is?
- Look for the word *mortar* on page 18. Ask: What three letters would you expect *mortar* to begin with? Clap the syllables. Machu Picchu is a city high in the mountains of Peru. The walls are made with rocks fitted together without mortar.
- Read the caption on page 21. It supports the text and photographs about the Statue of Liberty. Captions give you more information about the subject in the photograph or drawing.
- On page 22, look for the name *Aurora Borealis*. It is two words – one starts with a capital A and the other word with a capital B. Aurora is a natural light display. They are known as Aurora Borealis in the northern hemisphere and Aurora Australis in the southern hemisphere.
- Have students listen to you read the fact box “Wonders of the World Today” (page 23). Tell them that this is how you would like them to sound when they read to you.

### **Reading the Text**

- Invite students to read the text silently to themselves while you listen to individuals. Have them think about wonders of the world in the text or do they have others in mind?

### **Fluency**

- While listening to students read one on one, prompt them and help them break up and solve unknown words and self correct. Praise them for phrasing as they read.

### **After Reading**

Invite students to discuss the book and what they learnt about wonders of the world. Prompt if needed.

- Most of these wonders were made before modern machines were invented. Do you think this plays a role in why we consider them to be wonders?
- Discuss what we know about why Stonehenge and Moai were built.
- Do you think modern society has learnt a lot from these wonders?

### **Writing**

- Students choose a wonder and research it further. They make a fact file page with at least ten facts, providing more detail and photos and illustrations.
- Have students imagine that they lived when these wonders were being built. What would it have been like to build such a monument? They imagine what their role might have been – an emperor or a slave.

### **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 judge in the “The Most Wonderful Wonder of the World” contest. Choose the winner from one of the wonders in the book and write a paragraph to explain your choice.
- **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.

# Ropes and Knots

## GOALS

### Comprehension

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

### Vocabulary

Understand silent k

### Fluency

Recognise and read keywords with confidence  
Listen to themselves read and self correct

### Writing

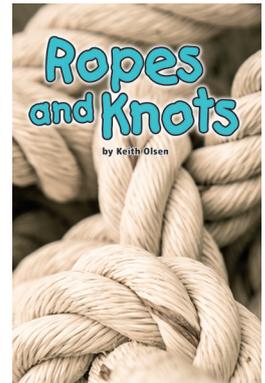
Read and complete instruction from author  
Write a reflective piece of writing

### Word Study

– The silent letter k: Write the word *knot* on the board. Explain to students that /kn/ makes the /n/ sound like in *knife* and *knight*. The k is silent. Ask students if they know any other kn- words and add them to the board. e.g. knead, kneecap, knit

### Before Reading

- *Ropes and Knots* is an informational text. Turn to the contents page and discuss how the author has organised this book. Ask: Do you know about any of these knots?
- On pages 4 and 5, there are natural and artificial ropes. Ask: What does artificial mean? (made from synthetic materials) The man is processing fibre from the sisal plant to make rope.
- On page 10, look for the word *braided*. Clap the syllables. A lasso is braided which means three or more pieces of leather are interlaced or plaited together.
- On page 13, the author has included an illustration and a photograph of the knot. Ask: Why do you think he chose to include both? Discuss how this helps the reader know the steps to tie the knot and what it should look like when it is completed.
- Tell students that they will read about different knots in the next few sections. Take note of how the author clearly explains the knots and how important clear instructions are.
- On page 18, ask: What do you expect the first three letters of the word *succeeded* will be? Look for the word *succeeded* and run your finger under it as you say it. King Gordius, from Greek mythology, tied a knot that no one could untie – a very interesting story and a saying for future generations.
- Ropes have been used in magic tricks for generations. Audiences around the world are always amazed when a knot disappears before their eyes.



Ropes are important and tying them in knots is a useful skill. Untying knots is an even more useful skill if you are an escape artist like Harry Houdini.

### **Fluency**

- Ask students to listen to you read the last chapter “A Newspaper Rope”. This is how you would like them to sound when they read to you. Discuss keywords in the story and how these need to be read confidently. Prompt them to listen to themselves read and self correct if what they are reading doesn’t make sense.

### **Reading the Text**

- Students read the text silently while you listen to individuals read aloud. Ask them to think about how important ropes are in our everyday lives.

### **After Reading\***

Invite students to discuss their understanding of the text *Ropes and Knots*. Prompt if needed. Did you realise that knots play a role in your daily life? Show evidence from the text.

- Do you think you will ever need to make these knots?
- Do you think the way the author chose to present the text gave you a clear understanding and confidence to tie these knots? (If you have provided the short pieces of rope students could try to tie the knots.)

### **Writing ‡**

- Have students follow the instructions on page 22. Give them enough newspaper to make the newspaper knot in pairs or a small group. When they finish, they can type out the instruction in their own words and provide a photo of their newspaper knot to print and share.
- They write a reflective piece about how good the author’s instructions were. Did they have success based on his instructions?

### **Home/School Link**

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

- Writing: Write a list of five ways people can have fun with a long piece of rope.
- 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.

\* You will need some old newspapers for this guided reading session.

‡ You may also choose to provide some short pieces of rope for tying the knots.

# Fossils

## GOALS

### Comprehension

Classify and categorise information  
Read and interpret facts presented in different ways  
Identify the main idea

### Vocabulary

Understand dropping the silent e for verb endings (-ing, -ed)

### Fluency

Read orally with meaning  
Focus on pace and use punctuation  
Increasingly self monitor and self correct

### Writing

Summarise information  
Use technology  
Prepare a fact file

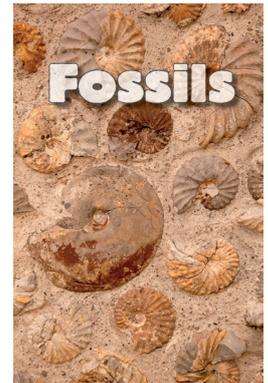
### Word Study

– Drop the silent e: When a verb ends in a vowel, a consonant and a silent e, we usually drop the silent e before adding -ed or -ing. Write these words from the text and have students help to add the endings. Say the words in sentences to help with tense and understanding.

Base word	-ed	-ing
<i>shape</i>	<i>shaped</i>	<i>shaping</i>
<i>place</i>	<i>placed</i>	<i>placing</i>
<i>date</i>	<i>dated</i>	<i>dating</i>

### Before Reading

- *Fossils* is an informational book. Ask: What do you know about fossils already?
- On page 2, the chapter “What is a Fossil?” will give an understanding of what a fossil is.
- Look for the word *preserved* on page 4. Ask: What three letters are you expecting *preserved* to begin with? Discuss the meaning of *preserved*. If students are unclear, they can refer to a dictionary together.
- On page 6, see the fossilisation process in stages. Read the stages and have students note your fluency. Tell them that this is how you would like them to sound when they read to you later. Remind students that fluency comes with understanding of the text.
- On page 7, there are different types of fossils.
- On page 8, paleontology is the study of fossils and people who look for fossils are called paleontologists. Find the word and clap the syllables. Run your finger under it as you say *paleontologists*.
- On page 11, the illustration lists the different names for the different periods in Earth’s history through the study of fossils.



Fossils tell us what life on Earth used to be like. Many fossils are plants and animals that have died out. But some found as fossils still survive almost unchanged, such as the shark and the crocodile.

- On page 15, meet “Sue”. She is a *Tyrannosaurus rex* dinosaur that was uncovered in the United States of America in 1990. She has provided scientists with a wealth of information as they found 80% of her bones – a rare find.
- On page 16, look for the word *sedimentary*. Ask: What three letters do you expect *sedimentary* to begin with? Run your finger under *sedimentary* and say it. Notice brackets after the words *sedimentary rocks*. There is a definition of what sedimentary means when you are reading.
- Scan the last few pages, noticing the different fossils and animals you will read about.

### **Reading the Text**

- Invite students to turn back to the beginning to read about fossils. Listen to them read aloud one by one, demonstrating strategies to solve new words. For example, “Read on and go back” or “Do you see a part of a word?”
- Encourage students to listen to themselves read and self correct. While they are reading, invite them to think about how fossils have helped us understand Earth’s past.

### **Fluency**

- Encourage students to read fluently. Remind them to take a short breath when they see a full stop. They also should vary their pace while reading, pausing at commas and dashes.

### **After Reading**

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

- What is a fossil?
- What is a living fossil?
- How do fossils and living fossils provide us with new information?
- How have fossils been preserved over time? (Provide supporting evidence from the text.)
- Why did “Sue” provide so much information about dinosaurs? What did they learn?
- How do scientists know that the land on Earth has changed over millions of years? (page 12)
- Have you ever discovered a fossil or an object that gave information from the past?

### **Writing**

– Have students create a three-slide presentation about fossils on a mobile device or computer to share with the class. They use supporting evidence and write a few sentences.

Slide 1 – What is a fossil? Provide details and supporting photographs or illustrations.

Slide 2 – What is a paleontologist? Write sentences with supporting photographs.

Slide 3 – Where are fossils found or choose a found fossil and provide details.

They save it to a dropbox for others to enjoy.

– Students research a recent fossil discovery and write a report on the findings. They provide facts and photographs.

### **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 if a paleontologist in the future found a fossil of your schoolbag. Pretend to be that paleontologist and write about what the fossil tells about how children used to live.
- 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.

# Sweets

## GOALS

### Comprehension

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

### Vocabulary

Understand parentheses or round brackets

### Fluency

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

### Writing

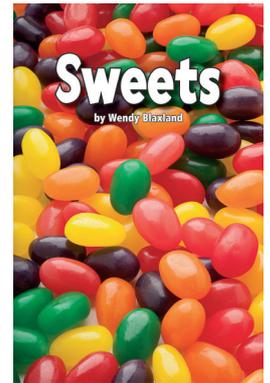
Understand fact boxes  
Summarise information

### Word Study

– Parentheses or round brackets: An author uses round brackets to add information to a sentence that will give greater detail to the information. Here is an example from the text. *A mixture of sugar and glucose (a liquid form of sugar) is boiled to a very high temperature.* (page 14)  
The information if removed wouldn't change the meaning of the sentence. Read the sentence without the words in brackets to compare.

### Before Reading

- *Sweets* is an informational text. Read the blurb to give a quick understanding of what the text is about.
- The contents page gives a deeper understanding based on the chapters and how the author organised the book.
- On page 2, people have enjoyed sweets from the earliest time. Look at the fact box and read it to students. Have them listen to your fluency and how you break up the unfamiliar words of *Herculaneum* and *Vesuvius*. Discuss the strategies you used such as syllabification.
- Look at the photo on page 7. Ask: Do you know what the little tin buckets tied to the trees are for? (They are collecting maple syrup from maple trees.)
- Look at the photograph on pages 8–9. Ask: Do you know what the crop is? (sugar cane) Find the word *extract* on page 9. (It means to take out.) Put your finger under it and say it aloud. Sugar cane is a giant grass that is crushed to extract juice to make sugar.
- On page 12, look at the photograph of the flowers. They have been crystallised. This means they are brushed with egg white and dusted with caster sugar to make them edible.
- On page 15, read “Is Sugar Bad for You?” to students. Ask: What do you think? Scientists believe there is a link between sugar intake and health problems. We do need some sugar. The reason why is in this chapter.
- On page 16, there are sweet makers at work. Ask: What do you notice about how the author has chosen to share this information with you?



Sweets have been a tasty treat for thousands of years. This book covers the history of sweets and how they are made. It also shows you how to make some yourself.

- The chapter “Sweet Treats” on page 18 covers six different treats and how they are made.
- On page 23 find the word *bicarbonate*. Ask: What two letters would you expect *bicarbonate* to begin with. Bicarbonate of soda is an ingredient in hokey pokey, a honeycomb toffee.
- On page 24, read about chocolate, possibly one of the most popular sweets. Learn about the ingredients and how chocolate is made.
- Look for the word *cellophane* on page 27. Ask: What two letters make the /f/ sound in *cellophane*? (ph)
- The chapter on celebrations, pages 28–29, tells how food, including sweets, plays an important part in celebrations around the world. The special foods are important to different cultures.
- On pages 30–31, moulding fondant (a type of icing) by hand into shapes is time consuming and can be difficult.

### **Fluency**

- Read page 2 to students. Remind them to copy how you sounded and repeat what you have read to a partner. Focus on where to pause at appropriate punctuation and adjusting pace and volume to suit the text.
- Remind them to remember to listen to themselves read and self correct if what they are reading doesn't make sense.

### **Reading the Text**

- Students read the text silently, while you listen to individuals read aloud. Ask them to think about how amazing it is that people have learnt how to extract ingredients from nature to make sweets.

### **After Reading**

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

- What information did you read about that amazed you about sweets and how they are made?
- In the fact boxes there were facts about sweets. Show me one that interested you and why.
- What is your favourite sweet and why?
- Does this book remind you of any experiences you have had with sweets?

### **Writing**

– Have students find a fact that interests them about chocolate and create a fact box that they think would suit this book considering the author's other facts. Ask them to scan the book and suggest another fact box where they think one is needed.

– Students write a paragraph or two about a family celebration. Include a significant sweet that is eaten as part of the celebration. They draw a picture or provide a photo.

### **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 funny story that includes these ingredients: 1 sheet of sugar glass, 1 brother or sister, a jar of honey-pot ants and 1 piñata
- 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.

# Chocolate

## GOALS

### Comprehension

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

### Vocabulary

Understand the digraphs wh- and ch-

### Fluency

Listen to themselves read and self correct

### Writing

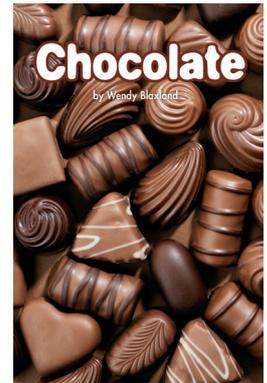
Summarise information  
Understand steps in recipes

### Word Study

- Digraph wh-: Ask students if they remember what makes a digraph different from a letter blend. (A digraph has two letters making one sound and a blend has two letters making one blended sound.)
- Write the following words from the text on the board. *white, what, when, which, while* Ask students what they have in common. Underline wh- in each word and discuss that the two letters together make one sound. Add any other wh- words students know to the list.
- The name of the text also begins with a digraph ch-. Students help list other words beginning with ch- (cheese, chops, chew)

### Before Reading

- *Chocolate* is an informational text. Have students tell you what they know about chocolate. The text is about the history of chocolate and how it came to be enjoyed.
- On page 3, look at the photograph of the cacao pod growing and open. Chocolate is made from cacao beans. The cacao bean is very bitter so some sugar and milk is needed to sweeten the chocolate.
- The chapter “What is Chocolate?” looks at the history of chocolate and how it has evolved over time. Scan the pages and look at the illustrations, fact boxes and photographs.
- On page 12, look for the word *machete*. Ask: What two letters would you expect *machete* begin with? It is a long sharp knife that is used to cut the cacao pods open.
- The map on pages 14–15 shows where the beans are growing and where chocolate is manufactured.
- On pages 16–17, ask: What information does this illustration tell you? (The process of making chocolate)



Chocolate and cocoa powder is made from the cacao bean which is a native of Central and South America. Read about the history of chocolate, the people who improved its taste and manufacture and try some recipes.

- Find the word *solidifies* on page 21. *Solidifies* has a base word in it that helps with the definition. (solid) Solidifies means to make or become solid. There are different ways in which chocolates are made ready for us to eat.
- On page 26, the photograph shows a special machine that wraps chocolate bars. Ask: Why do you think we need machines to wrap chocolate bars?
- On page 28, the final chapter has some delicious chocolate recipes to make. Model read the text on this page. Tell students that this is how you want them to read when they come to the fact boxes and graphic elements.

### **Reading the Text**

- Students read the text silently while you listen to individuals read aloud. Ask them to think about how big the chocolate industry is worldwide.

### **Fluency**

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

### **After Reading**

Invite students to discuss their understanding of chocolate. Prompt if needed.

- Looking at the history of chocolate, who do you think played the biggest role and why?
- How did the way the author chose to organise this book help you understand the facts and information you read about chocolate? Show evidence from the text.
- Were there any words you read in this text that were special to the process of making chocolate and that you were unsure of? How did you find out the meaning as you were reading?

### **Writing**

– Students write a few paragraphs or in point form to explain the process of making chocolate from start to finish. They can use the book to help them so they don't miss a step. When they have finished, they ask a partner to read their work and see if they need to add any steps.

– Students write out one of the recipes to make at with their family. Look at the structure of the recipe that is typical for all recipes – ingredients and the method with steps telling what to do. Encourage students to bring in a photo to share or even better a sample for your teacher!

### **Home/School Link**

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

- Writing: Write a list of four points for and against eating chocolate.
- 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.