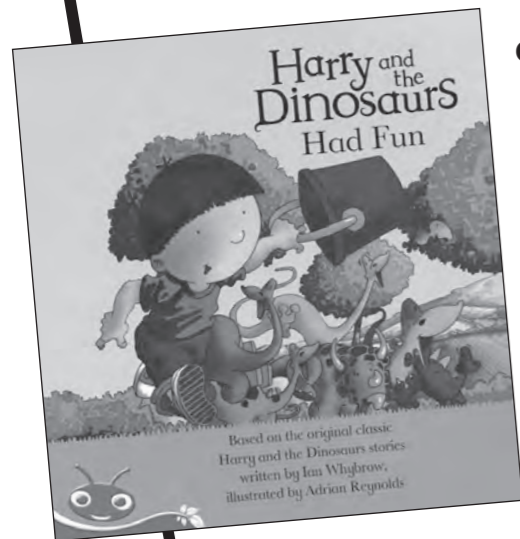


Harry and the Dinosaurs Had Fun



Colour Band: Pink 1

Reading Level: 1

Genre/Text Type: Fiction: Fantasy

Length: 8 pp. (32 words)

High Frequency Words:

and had a the

Tricky Words:

Harry dinosaurs race fun picnic they

Learning Outcomes:

Students will:

- recognise some high frequency words in texts
- read a text from left to right
- identify the initial sounds of some words.

Plot Summary

Find out how Harry and the dinosaurs have fun.



Bug Club Objectives

Language, 8. Phonic and word knowledge

Recognise high frequency sight words in texts

Literature, 2. Shared reading

Participate actively in shared reading, viewing and storytelling of literacy texts

Literacy 4. Reading strategies

Use emerging grammatical and phonic knowledge, and meaning and context to read and view print and digital texts

Before Reading

- Look at the front cover and ask students to describe what they can see. Ask, Who do you think the characters might be in this story? What do you think they are doing?
- Look at the title and ask students if they know any of the words in the title. Read the title together. Ask, Who is the main character? What do you think they might do for fun? What do you like to do for fun?
- Now look at the back cover and read the blurb together. Ask, What do you think Harry and the dinosaurs do?

During Reading

- *Pages 2–3.* Ask, What is happening on these pages? What do you think Harry and the dinosaurs are doing? Ask students to identify the sound that 'Harry' begins with and then ask students to locate the word on the page.

Ask, What words do you know on this page? Have students identify the high frequency words 'and', 'the', 'had'. Read the text together.

- *Page 4.* Ask, What is Harry doing? What are Harry, the dinosaurs and his friend eating? Have you been on a picnic? Ask students to identify the sound that 'dinosaurs' begins with and then ask students to locate the word on the page. Ask, What words do you know on this page? Have students identify the high frequency words 'and', 'the', 'had', 'a'. Read the text together.
- *Page 5.* Ask, Do you like going on a picnic? Ask students to identify the individual sounds in the word 'fun'. Say the sounds individually, e.g. f-u-n, and then blend them together to say the word. Ask students to locate this word on the page. Ask students to locate other words they know on the page. Read the text together.
- *Page 6.* Ask, What are Harry and the dinosaurs doing now? How do you think Harry feels?

Have you ever been in a race? Ask students to identify the sound that 'race' begins with and then ask students to locate the word on the page. Ask, What other words do you know on this page? Read the text together.

- *Page 7.* Ask, Do you think Harry is having fun? What words do you know on this page? Read the text together.
- *Page 8.* Ask, What are they doing now? How do you feel at the end of a race? What words do you know on this page? Read the text together.

After Reading

Comprehension

- As a group, discuss the things that Harry and the dinosaurs do for fun. Ask, What do you like doing for fun? Would you like to have fun with dinosaurs? Using **BLM 1**, students draw one thing in the dinosaur shape that Harry and the dinosaurs did to have fun in the text.
- Discuss the order of events in the story. Photocopy each page and have students rearrange the pictures into the correct sequence.

Phonemic Awareness

- Look at page 3. Ask students to identify the sounds that 'Harry', 'dinosaurs' and 'fun' begin with and then ask students to locate the words on the page. Write the sentence onto card and cut it into words. Rearrange the words into a sentence. Using **BLM 2**, students complete this task on their own and draw a picture to accompany the words.
- Choose one sound (h, d or f) and have students think of other words that start with this sound. Write these onto a chart and have students illustrate each word.

Speaking and Listening

- Using the photocopied pages from the Comprehension activity, have students retell the story in their own words, adding more detail using the illustrations as a basis.
- Ask students a range of questions from the book and have students answer the questions in full sentences, e.g. Who has a picnic? Harry and the dinosaurs have a picnic.

Grammar

- Look at the sentence on page 3. Ask, Where do we start reading this sentence? Which direction do we read? Discuss that we read from left to right and the return sweep. Have students look at other pages and indicate how they would read the page.
- Read a sentence from any page. Ask, How do we know where one sentence starts and finishes? Discuss the purpose of the capital letters and full stops.

Writing

- Have students write their own page for this book using the sentence starter 'Harry and the dinosaurs had a ...' They decide what Harry and the dinosaurs do next. Staple everyone's pages together and make a longer book about Harry and the dinosaurs.
- Have students write their own book entitled 'My adventures with the dinosaurs'.

Visual Literacy

- Have students look through the book to find the baby pterodactyl. (He is present five times.) Students can describe what he is doing on each page.
- Have students look through the book at the illustrations to find the characters present on each page. Discuss how each character could be related.

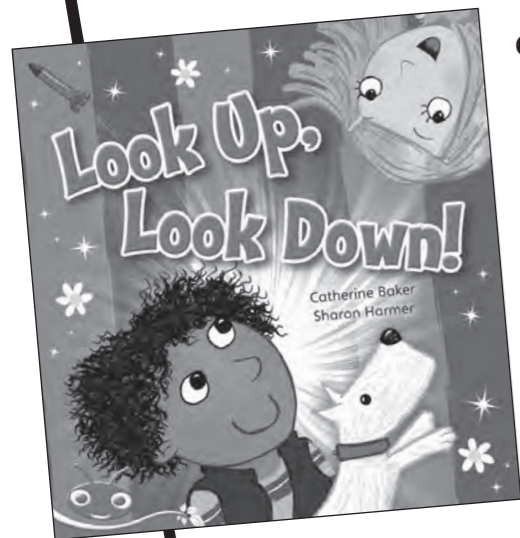
Extension

- Have students draw a map showing where Harry and the dinosaurs go on their adventures.
- Have students design a home for one of the dinosaurs.

For e-books, student comprehension e-activities and ICT support, go to the Bug Club Digital Platform at www.bugclub.com.au.



Look Up, Look Down!



Colour Band: Pink 1

Reading Level: 1

Genre/Text Type: Fiction:
Humorous

Length: 8 pp. (35 words)

High Frequency Words:

can a not I

Tricky Words:

balloon see rocket you

Learning Outcomes:

Students will:

- recognise some high frequency words in texts
- read a text from left to right
- identify the initial sounds of some words.

Plot Summary

Find out what Zac and Daisy see at the park.



Bug Club Objectives

Language, 8. Phonic and word knowledge

Recognise high frequency sight words in texts

Literature, 2. Shared reading

Participate actively in shared reading, viewing and storytelling of literary texts

Literacy 6. Oral communication skills

Participate in informal conversations and discussions in familiar situations

Before Reading

- Look at the front cover and ask students to describe what they can see. Ask, Which way is the girl looking? Which way is the boy looking?
- Read the title together.
- Have students describe things that they can see when they look up and when they look down.
- Now look at the back cover and read the blurb together. Ask, Who are the characters in this book? What do you think Zac and Daisy will see at the park?

During Reading

- *Page 2.* Ask, What things can you see at the park? What can Zac see in the sky? Ask students to identify the sound that 'jet' begins with and then ask them to locate the word on the page. Ask, What other words do you know on this page? Have students identify the high frequency words 'I', 'can', 'a' and the tricky word 'see'. Read the text together.
- *Page 3.* Ask, What can Daisy see at the park? Ask students to identify the individual sounds in the word 'cat'. Say the sounds individually,

e.g. c-a-t, and then blend them together to say the word. Ask students to locate other words they know on the page. Read the text together. Compare pages 2 and 3 and identify the words that are the same on each page.

- *Page 4.* Ask, What things can you see at the park? What is Zac looking at? Ask students to identify the sound that 'balloon' begins with and ask them to locate the word on the page. Ask, Is 'balloon' a long or short word? Ask students to identify other words they know on the page. Read the text together.
- *Page 5.* Ask, What can Daisy see at the park? Ask students to identify the individual sounds in the word 'dog'. Say the sounds individually, e.g. d-o-g, and then blend them together to say the word. Ask students to locate other words they know on the page. Read the text together.
- *Page 6.* Ask, What can you see at the park? What is Zac looking at? Ask students to identify the sound that 'rocket' begins with and then ask students to locate the word on the page. Ask, Is 'rocket' a long or short word? Read the text together.

- *Page 7.* Ask, What can Daisy see at the park? Ask students to identify the individual sounds in the word 'nest'. Say the sounds individually, e.g. n-e-s-t, and then blend them together to say the word. Read the text together.
- *Page 8.* Ask, What can you see at the park? What are Zac and Daisy doing? Does this page follow the same pattern as the other pages in the book? Ask students to locate words they know on this page. Have students look at the words 'did' and 'not' and say the individual sounds, e.g. d-i-d and n-o-t, and then blend the sounds together to say the words. Read the text together.

After Reading

Comprehension

- Ask students to recall the things Zac and Daisy see at the park. Have students classify if they look up or down to see each item. Using **BLM 3**, students sort the items into the correct arrow.
- In a small group, classify the items that Zac and Daisy see at the park. Ask, What is similar about what Zac sees? What is similar about what Daisy sees? Have students draw and label other items that can be seen when they look up and down. (The teacher may need to scribe each word for students to trace and copy.)

Phonemic Awareness

- Have students identify the items Zac and Daisy see and then identify the initial sound for each item. Draw each item on the board and record the initial sound for each. Ask students to point to each letter/item on the board by asking, Can you point to the picture that begins with 'j' (or any other letter)? Can you point to the cat? What sound does it begin with?
- Using **BLM 4**, have students cut out each word and match it to the correct picture to complete sentences.

Speaking and Listening

- Play a game of I spy. Students can only 'spy' items that they have to look up or down to see. Ask them to identify the initial sound for their item. At this stage, students may need assistance in working out the initial sound.
- Have students discuss things they can see when they are at the park. After the discussion, students can draw a picture of a park they like to go to and label the things they see.

Grammar

- Look at the sentence on page 2. Ask, Where do we start reading this sentence? Which direction do we read? Discuss that we read from left to right.

- Read the sentence on page 5. Ask, How do we know where a sentence starts and finishes? Discuss the purpose of capital letters and full stops.

Writing

- Write sentences from the text onto cards, and then cut the sentences into words. As a group, students rearrange the cards to make sentences.
- Have students make their own 'Look Up, Look Down' book. Students can write the words 'I can see a' on their own and the teacher helps to write the things they see. Staple together a number of pages, so students will have their own book to read to others.

Visual Literacy

- Have students look at pages 2 and 3. Discuss all the things students can see at the park. With teacher assistance, have them write and draw a list of all the different things in the illustration.
- Have students compare pages 2 and 3 with pages 4 and 5. Have students discuss the similarities and the differences. Make sure students discuss the balloon and the dog.

Extension

- Have students design the ideal park. Make sure that they include things up high and down low.
- Students can write their own story titled 'A Day in the Park'.

For e-books, student comprehension e-activities and ICT support, go to the Bug Club Digital Platform at www.bugclub.com.au.



Help! I Am Wet!



Plot Summary

Find out how Melvin gets wet.



Colour Band: Pink 1

Reading Level: I

Genre/Text Type: Fiction:
Humorous

Length: 8 pp. (26 words)

High Frequency Words:

I am not

Tricky Words:

help wet

Learning Outcomes:

Students will:

- recognise some high frequency words in texts
- sequence a story
- categorise pictures from a text.

Bug Club Objectives

Language, 8. Phonic and word knowledge

Recognise high frequency sight words in texts

Literature, 2. Shared reading

Participate actively in shared reading, viewing and storytelling of literary texts

Literacy 3. Sequencing

Sequence events in texts

Before Reading

- Look at the front cover and ask students to describe what they can see. Ask, What is happening to the truck?
- Ask students to identify the initial sounds in the words 'help' and 'wet'. Ask students to locate these words in the title. Ask students if they know any other words in the title. Read the title together. Ask, What do you think this book will be about?
- Now look at the back cover and read the blurb together. Ask, Where are the trucks? What is the weather like in Trucktown? How do you think the trucks feel?
- Turn to the title page. Ask, Who can you see on the title page? Read each character's name and the title of the book.

During Reading

- *Page 2.* Ask, Where is Melvin standing? Is he wet or dry? Ask students to identify the individual sounds in the word 'not'. Say the sounds individually, e.g. n-o-t, and then blend

them together to say the word. Ask, What other words do you know on this page? Have students identify the high frequency words 'I', 'am', 'not'. Read the text together.

- *Page 3.* Ask, Where is Max standing? Is Max wet or dry? What do you think Max might say to Melvin? Ask students to identify the sound that 'help' begins with and to locate the word on the page. Ask students to locate other words they know on the page. Read the text together.

- *Page 4.* Ask, Where is Max now? Is he wet or dry? Who is under cover now? Ask students to identify the individual sounds in the word 'am'. Say the sounds individually, e.g. a-m, and then blend them together to say the word. Ask, What other words do you know on this page? Have students identify the high frequency words 'I', 'am', 'not'. Read the text together.

- *Page 5.* Ask, Where is Kat? Is Kat wet or dry? Where are Melvin and Max? Ask students to locate words they know on the page. Read the text together. Ask, What do you think will happen now?

- *Page 6.* Ask, Where is Kat now? Is she wet or dry? Where are Melvin and Max? Read the text together.
- *Page 7.* Ask, Who is outside in the rain now? What do you think Melvin will ask? Read the text together.
- *Page 8.* Ask, Is Melvin wet or dry? Ask students to locate words that they know on the page. Read the text together.

After Reading

Comprehension

- As a group, look back at the text and discuss what is happening in each picture. For each picture, decide if the trucks are wet or dry.
- Discuss the order of events in the story. Photocopy each page and have students rearrange the pictures into the correct sequence. Using **BLM 5**, students sequence story events by cutting and pasting pictures from the text in order on another sheet.

Phonemic Awareness

- Discuss the sound 'w' and have students think of other words that start with this sound. Write these onto a chart and have students illustrate each word. Using **BLM 6**, students recognise and write the initial sound 'w' and draw pictures to match words.
- Make some memory cards using the high frequency words. In a small group, students play a game of memory ensuring that they say each word they turn over.

Speaking and Listening

- Get a box to represent the undercover area and three toy trucks. Using the props, have students tell the story showing where the trucks are when they are wet and when they are dry.
- Have students take on the role of one of the trucks. Students use expression to say each of the sentences from the book, e.g. 'Help! I am wet!' and 'I am not wet.' Discuss how the trucks would say each sentence.

Grammar

- Read the sentence on page 4. Ask, How do we know where the sentence starts and finishes? Discuss the purpose of capital letters and full stops.
- Read the sentence on page 5. Discuss the purpose of exclamation marks. Have students locate other exclamation marks in the book.

Writing

- Write sentences from the text onto card, and then cut the sentences into words. As a group, students rearrange the words to make sentences.
- Students write their own version of this book,

choosing their own characters.

Visual Literacy

- Look at pages 6 and 8. Ask, What keeps the trucks dry? What makes the trucks wet?
- With students, look carefully at what happens when a truck moves from the rain into the garage. Ask, What happens to each of the other trucks? What happens in the end? Discuss.

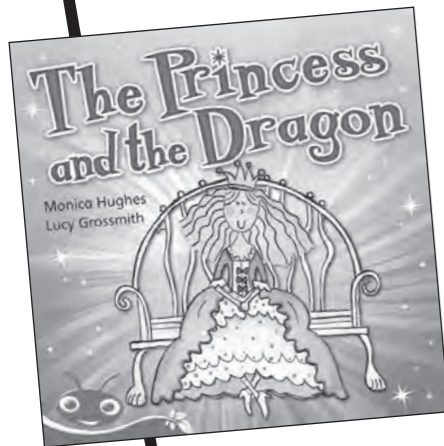
Extension

- Have students make their own garage for a truck.
- Have students design their own 'Trucktown'. Discuss what you would find in Trucktown.

For e-books, student comprehension e-activities and ICT support, go to the Bug Club Digital Platform at www.bugclub.com.au.



The Princess and the Dragon



Colour Band: Pink 1
Reading Level: 1
Genre/Text Type: Fiction: Fairytale
Length: 8 pp. (20 words)
High Frequency Words:
 I am a we are
Tricky Words:
 princess prince dragon
Learning Outcomes:
 Students will:

- sequence events in order to retell the story
- rearrange words and punctuation to construct sentences
- understand the function of a speech bubble.

Plot Summary

Find out who rescues the princess from the dragon.



Bug Club Objectives

Language, 5. Concepts about print and screen

Concepts about print and screen, including how books and simple digital texts work; and features of print such as letters, words, sentences, and punctuation including full stops and capital letters

Literature, 3. Meanings of texts

Discuss the meaning of literary texts

Literacy, 3. Sequencing

Sequence events in text

Before Reading

- Look at the front cover. Ask, What character can you see on the front cover? What features in the illustration tell you who this is? What other characters might be in this story? Browse the book to identify the other characters in the story.
- Read the title together. Have students count the number of words in the title. Ask, What do you think the story will be about?

During Reading

- Page 2.** Ask, Who is the character in the illustration? Where is she and what is she doing? Introduce the term 'speech bubble' and explain that the sentence inside the speech bubble tells us what the character is saying. Ask, What part of the speech bubble shows us that it is the princess who is speaking? Have students locate the word 'princess' in the sentence. Ask them to read the complete sentence using

their knowledge of high frequency words and sounding out and blending.

- Page 3.** Ask, Who is behind the princess in the illustration? Has the princess seen the dragon? What do you think the dragon is going to do? Is the dragon speaking? How do you know he is speaking? Support students as they read the sentence.
- Page 4.** Ask, What is the dragon saying? What sort of voice would a dragon use? Use sounding out and blending to read 'Grrrrr!' Ask, How does the princess react when she sees the dragon?
- Page 5.** Ask, Who is speaking now? How do we know? Ask students to use sounding out and blending to read the text. Ask, What sort of voice would the princess use as she says 'Help! Help!?' Students reread the page using appropriate expression. Ask, What do you predict will happen next?

- Page 6.** Ask, Which character is speaking? Students locate 'prince' in the speech bubble. Support students as they read the text using their phonemic knowledge and knowledge of high frequency words, meaning and context.
- Page 7.** Ask students to explain what is happening in the illustration. Ask, How does the dragon feel now? Ask students to look at the words the dragon is saying. Ask, On what other page have we seen these words in the story? Students read the text. Ask, Why does the dragon need help? How is the princess feeling?
- Page 8.** Look at the speech bubble. Ask, Who is speaking? How do we know the prince and princess are speaking at the same time? How do you think the prince and princess are feeling? Ask students to point to the last word. Ask, How do we know this word says 'happy'? Students read the text, drawing on their knowledge of high frequency words and grammatical knowledge of sentence structure.

After Reading Comprehension

- Have students share their opinions of the story. Ask, Who is your favourite character? Why?
- Recall the purpose of speech bubbles in the text. Ask, In what other texts have you seen speech bubbles?
- Have students retell the events of the story by telling what happens in the beginning, middle and end. Using **BLM 7**, students cut out and sequence illustrations from the text in order. Staple the pages together to make individual books. Have students use their books as an aid when retelling the story to a partner.

Phonemic Awareness

- Students find two words in the text that start with the initial sound 'p'. Write and say the words, stressing the initial sound 'p'. Ask, What part of the word is the same? Explain that some words relate to male characters while other words relate to female characters.

Speaking and Listening

- Have students act out the story in the roles of narrator (to tell the title), princess, dragon and prince, reading the text in the speech bubbles. Have them use appropriate expression and intonation.

Grammar

- Identify the capital letters and full stops in the sentences in the text and explain how they tell us where a sentence begins and ends.
- Count the number of exclamation marks in the text. Discuss the difference between a sentence and an exclamation. Explain that exclamation

marks tell us how the characters are speaking. Demonstrate reading the speech on pages 4, 5, 7 and 9 with the intonation indicated by the exclamation marks. Then reread the text without intonation and ask, Which speech sounds more interesting?

Writing

- Read page 2 and explain that the words on the page combine to make a complete sentence. Ask students to count the words in the sentence. Ask, What is the first word? What is the last word? Students locate and read the other sentences on pages 3, 6 and 8.
- Write the words 'I am a princess.' on cards. Include a full stop card. Place the words and full stop on the floor in order and ask, Is this a sentence? Does it make sense? Rearrange the cards to make a non-sentence. Ask, Is this a sentence? Does it make sense? Explain that word order in a sentence is important. Using **BLM 8**, students cut out the words and punctuation from each sentence strip and paste them onto another sheet to make sentences.

Visual Literacy

- Ask, What features has the illustrator included in the illustrations to make the characters look like a princess and prince?
- Look at pages 4–7 and ask students to describe how the princess might be feeling in each illustration. Ask, How has the illustrator shown us how the princess and the other characters are feeling during the story?

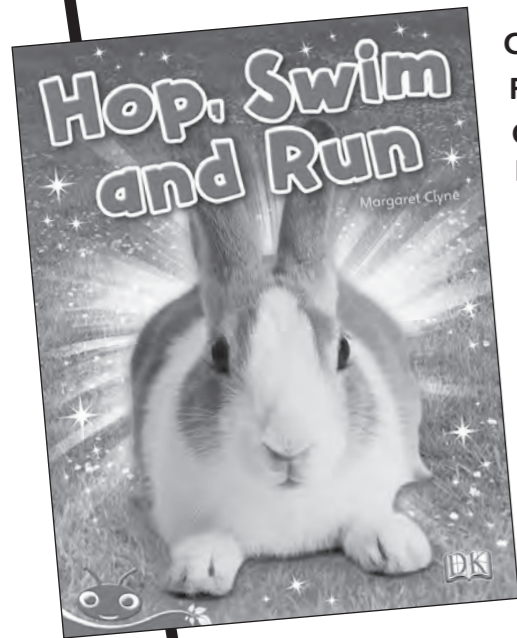
Extension

- Ask, Is this a modern-day story or an old-fashioned story? What other stories does this book remind you of? Ask students to name the other stories and explain how the stories are similar. Ask, If this were a fairytale, what would the last sentence say? Set up a display of books about princesses and dragons.

For e-books, student comprehension e-activities and ICT support, go to the Bug Club Digital Platform at www.bugclub.com.au.



Hop, Swim and Run



Colour Band: Pink 1

Reading Level: 1

Genre/Text Type: Non-fiction:
Report

Length: 8 pp. (47 words)

High Frequency Words:
is a it can hop run too

Content Words:
swim rabbit fish mouse frog duck dog

Learning Outcomes:
Students will:

- stretch out and segment a spoken word to identify sounds they hear
- understand that spoken sounds they hear can be written using letters of the alphabet
- use prior knowledge, vocabulary and images to make predictions when reading a text.

Plot Summary

Find out about animals that hop, swim and run.



Bug Club Objectives

Language, 6. Phonic and word knowledge

Spoken sounds can be written down using the letters of the alphabet

Language, 7. Phonic and word knowledge

Regular vowel-consonant (VC) and consonant-vowel-consonant (CVC) words are made up of letters that correspond to the sounds heard

Literacy, 4. Reading strategies

Use emerging grammatical and phonic knowledge, and meaning and context to read and view print and digital texts

Before Reading

- Look at the cover and ask students to share what they know about rabbits. Ask, How can a rabbit move? Have students stretch the word 'hop' to isolate the sounds they hear. Ask, What sound do you hear at the beginning of 'hop'?
- Look at the photographs of the other animals in the book and identify the way each animal moves. Stretch the words 'swim' and 'run' to isolate the sounds, and then locate the words in the title.
- Read the title together.

During Reading

- *Page 2.* Students identify the initial sound at the start of 'rabbit', and then match the spoken word with the written word on the page. Ask them to locate 'hop' on the page, and then blend the letters to read the word.

Have students identify known high frequency words on the page, e.g. is, a, it, can, and stretch and say the sounds. Read the text together.

- *Page 3.* Ask, What sound can you hear at the start of 'fish'? Locate 'fish' on the page. Ask, What can a fish do? (swim) Students use the initial sound and letter of 'swim' to help them locate the word on the page, and then blend the letters to read the word. Read the text together. Compare pages 2 and 3 and identify words that are the same on each page.
- *Page 4.* Students identify the initial sound and letter at the start of 'mouse' to help them locate 'mouse' on the page. Ask, Can a mouse hop, swim or run? Stretch the sounds in 'run', locate the word on the page, and then read the word by blending the sounds. Read the text together.
- *Page 5.* Ask students to volunteer to read the page using sounding out and blending and

their knowledge of the sentence patterns in the book. Read the text together.

- *Pages 6–7.* Students match the words in the text with the animals in the photographs and the words that tell how each animal moves. Read the text together.
- *Page 8.* Ask, Does this page follow the same pattern as the other pages in the book? Students use sounding out and blending and their knowledge of high frequency words to read the sentence.

After Reading

Comprehension

- Ask students to recall which animals in the text hop, swim and run. Ask, What other animals hop, swim and run? In what other ways can animals move? Read each page, omitting the word that tells how each animal moves. Ask the students to supply the missing word, e.g. 'This is a mouse. It can _____.' Ask students to locate and read the missing word in the text. Using **BLM 9**, students recall how the animals move, and cut out and match the correct word from the box to complete sentences.

Phonemic Awareness

- Say the names of the animals in the book and identify the initial sound of each word. Then stretch out and segment the animal names to identify the initial, middle and final sounds, e.g. cat c-a-t, dog d-o-g.
- Using **BLM 10**, students play a game in pairs. Students take turns to roll a dice and move along the board. When they land on a picture, they say the animal's name and then identify the initial sound of the name. The first person to reach the end wins.

Speaking and Listening

- Have students practise answering questions in complete sentences. Ask literal and inferential questions about each page of the book, and then have students answer the questions in complete sentences, e.g. How does a rabbit move? (A rabbit can hop.) What colour is the duck? (The duck is yellow.)

Grammar

- On pages 2–7, read the first sentence on each page and ask students to read the next sentence. Ask, How do we know where sentence starts and finishes? Discuss the purpose of the capital letters and full stops.

Writing

- Write sentences from the text onto card, and then cut the sentences into words. As a group, students rearrange the words to make sentences.

Visual Literacy

- Look at the photograph of each animal and have students explain how each animal hops, swims or runs, e.g. A fish has fins to help it swim. A frog has long legs to help it hop. A duck has webbed feet to help it swim.
- Point out the footprints that appear on the title page and run through the book to page 8. Have students predict, using the photos, whose footprints these might be. (the cat's)

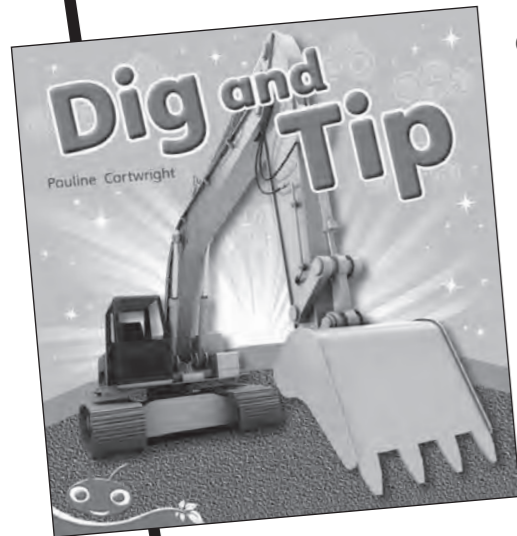
Extension

- Students choose another animal that hops, swims or runs. Have them draw the animal and then help them to write the text for it, e.g. 'This is a _____. It can _____.'

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Dig and Tip



Colour Band: Pink 1

Reading Level: 1

Genre/Text Type: Non-fiction:
Description

Length: 8 pp. (37 words)

High Frequency Words:

and at it can look tip dig

Content Words:

push roll

Learning Outcomes:

Students will:

- stretch out vowel-consonant (VC) and consonant-vowel-consonant words (CVC) to isolate onset and rime
- match content-specific words to illustrations
- rearrange words and punctuation to construct sentences.

Plot Summary

Find out which big machines can dig, tip, push and roll.



Bug Club Objectives

Language, 5. Concepts about print and screen

Concepts about print and screen, including how books and simple digital texts work; and features of print such as letters, words, sentences, and punctuation including full stops and capital letters

Literacy, 1. Listening and responding

Listen and respond to simple texts and to the speech of others in informal and more formal classroom situations

Literacy, 4. Reading strategies

Use emerging grammatical and phonic knowledge, and meaning and context to read and view print and digital texts

Before Reading

- Ask students to describe machines they have seen working in the street or on building sites. Browse the photographs in the book. Ask, Which machine can dig? Which machine can push? and so on, to introduce students to the vocabulary of the text.
- Look at the front cover. Point to the book title and tell students that these words are the title of the book. Discuss the purpose of the title. Read the title, with students echoing your reading. Students count the number of words in the title. Ask, Does this machine dig or tip? Students point to the word in the title that says dig. Ask, How did you decide which word says 'dig'? Students read the title independently. Ask, What types of jobs would this machine do?

During Reading

- *Page 2.* Ask, What can this machine do—dig or tip? Encourage students to respond in complete sentences, e.g. It can dig. Students point to the word 'dig'. Read page 2 to the students. Ensure students follow the text from left to right. Ask, How many sentences are on this page? Which sentence did I read first? How do you know where each sentence finishes? Draw students' attention to the full stops. Read the text together.
- *Page 3.* Ask, What can this machine do? Students respond in a complete sentence, e.g. It can tip. Students point to the word 'tip'. Students compare the text on pages 2 and 3. Ask, Which sentence is the same? Which words are the same? Read page 3 together.

Ask students to point to the full stops at the end of each sentence. Ask, What jobs would this machine do?

- *Pages 4–6.* Repeat this process for pages 4–6, reading and discussing the text to enable students to make predictions, develop text vocabulary and identify sentence patterns.
- *Page 7.* Ask, What is different about the machine in this photograph? Ask students to point to the word that they think tells what this machine can do. Ask students to volunteer to read the text, and then read the text together.
- *Page 8.* Ask, What is different about this page in the book? Are these words in sentences? How do we know? Students read the list of words. Reread the complete text with the students, supporting them as they read.

After Reading

Comprehension

- Ask, What do you think it would be like to operate these machines? Which is your favourite machine and why? Which machine would be the easiest/hardest to operate? Why? What other machines can dig, tip, push and roll? Using **BLM 11**, students identify which machine does which action and cut out and paste the correct word.

Phonemic Awareness

- Revise segmenting two-letter words into onset and rime, e.g. at a-t, it i-t, go g-o. Say the word 'dig' and segment the word into onset and rime, e.g. dig d-ig. Repeat with students. Ask, What sound can you hear at the beginning of the word? Repeat with other words from the text, e.g. roll r-oll, tip t-ip, can c-an. Repeat each word with students, clapping as they say the initial sound and onset.

Speaking and Listening

- Ask students to choose a machine in the text. Have each student explain how their chosen machine performs its job, e.g. explain how the truck on page 6 tips the soil.

Grammar

- Ask students to choose a favourite sentence from the text to read. Look at the sentences in the book. Ask, What do we know about sentences? Explain that a sentence has words, a sentence makes sense, a sentence starts with a capital letter and ends with a full stop. Write a sentence from the text. Ask, Is this a sentence? Write a non-sentence, e.g. roll this is. Ask, Is this a sentence?

Writing

- Write words from the sentences in the text onto cards. Include a full stop card. Students use

the cards to make sentences. Using **BLM 12**, students cut out and paste words in each strip to make sentences.

Visual Literacy

- Students name the different types of trucks shown in the photographs, e.g. a digger, bulldozer, roller, tip truck. Have them show the part of the truck that performs each action described in the text. Ask, What other words come to mind when you look at these photographs? Record students' ideas.

Extension

- Students bring in their toy trucks from home. Have them explain how their particular truck works. Some students may prefer to find a picture of a truck to share. Have them innovate on the text by writing and drawing a label to accompany their truck/picture, e.g. Look at this. It can _____.

For e-books, student comprehension e-activities and ICT support, go to the Bug Club Digital Platform at www.bugclub.com.au.



Bye Dad!



Colour Band: Pink 1

Reading Level: 1

Genre/Text Type: Non-Fiction: Recount

Length: 8 pp. (32 words)

High Frequency Words:

Dad I can see the my

Content Words:

bye park car trees dog school slide

Learning Outcomes:

Students will:

- recognise initial sounds by segmenting words into onset and rime
- recognise parts of a sentence including capital letters and punctuation marks
- identify key words to complete sentences.

Plot Summary

Find out what the boy and his dad see on the way to school.



Bug Club Objectives

Language, 6. Phonic and word knowledge

Spoken sounds can be written down using the letters of the alphabet

Literacy, 4. Reading strategies

Use emerging grammatical and phonic knowledge, and meaning and context to read and view print and digital texts

Literacy, 5. Comprehension strategies

Understand and respond to short informative and narrative texts, including understanding literal information and ideas and making simple inferences

Before Reading

- Ask students to predict the likely topic of the book using the front cover and internal photographs. Ask, Where do you think the boy is going? How do you know? Who do you think he is with?
- Turn to page 8. Ask, What do you think the boy is saying as he is waving? Who do you think he is waving to? Read the title to students. Count the words. Reread the title together.

During Reading

- Tell students to open the book to page 2, helping them to locate the page numbers. Prior to reading, ask, What can the boy and his dad see on their way to school? Tell students to look at the pictures to help them to answer the question.
- *Page 2.* Tell students to run their finger along the sentence in the direction they are going to read it. Ask, Are there any letters or words you recognise? Read the sentence to students as they follow with their finger. Then ask them to read the sentence with you. Ask, How many words did we read in the sentence? What was the first word in the sentence? (I) Reread the sentence with students. Ask, What can the boy see? Students point to the key word 'car' to answer the question.
- *Page 3.* Look at the sentence and compare it with the sentence on page 2. Ask, Which words are the same? Which word is different? Students read 'I can see the ...' and then predict the final word in the sentence using the initial letter as a clue. Reread pages 2 and 3.
- *Pages 4–7.* Repeat the process with pages 4–7, supporting students as they read the repeated words and predict the key word on each page. Note that on page 7 the word 'my' is introduced into the text.

- *Page 8.* Students read the final page together. Ask, If this were you in this picture, who would you usually say 'Bye' to when you get to school? Discuss the purpose of the speech bubble as a means of showing that the boy is speaking. Reread the text together.

After Reading

Comprehension

- Ask, How do you get to school? Do you walk to school like this boy or do you get there in some other way? What things does the boy see that you see on your way to school? Using **BLM 13**, students match key words to pictures to complete the sentences.

Phonemic Awareness

- For each page of the book, ask, What can the boy see? Students segment each key word into onset and rime, e.g. e-ar, p-ark, tr-ees. Have them point to and name the letters in the text that represent these initial sounds.

Speaking and Listening

- Students play a cumulative memory game, naming objects and people they can see on their way to school, e.g. I can see the dog; I can see the dog and the park; I can see the dog, the park and the trees ... and so on. Students listen carefully to remember the objects they have seen and speak clearly so that they can be understood by others.

Grammar

- Revise the parts of a sentence by looking at page 2. Identify the parts of the sentence on page 8 (capital letter at the start of the sentence and for the name 'Dad', comma and exclamation mark).
- Read *Bye Dad!*, reading with expression to demonstrate the purpose of the punctuation. Ask, How would we write 'Bye Mum!?' What if you said 'Bye' to your brother, sister or friend? Explain that capital letters are used at the start of names. Students rewrite the text for page 8, using their own ideas.

Writing

- Ask students to name objects they can see on their way to school. Write a list, segmenting the words into onset and rime as you write. Ask, Who do you usually say goodbye to when you get to school?
- Using **BLM 14**, students write four words to say what they see on their way to school. Encourage them to have a go at writing the words using their knowledge of initial sounds and letters. They then draw a picture from their own experience.

Visual Literacy

- Ask, How do you think the boy is feeling as he walks to school? Why? How do these photographs help you to read and understand the book?

Extension

- Ask, What things can you see when you get to school after you say 'Bye'? List students' ideas. Take photographs of students near objects they can see when they get to school. Have them write a sentence to match the photograph, e.g. I can see my friends. I can see the classroom.

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