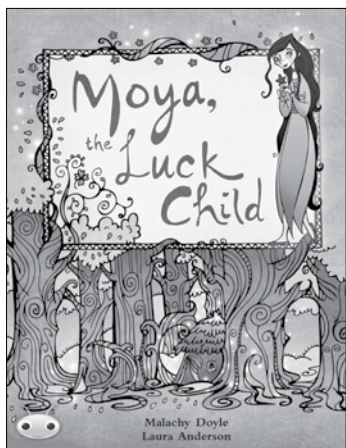


Moya, the Luck Child



- **Book Band** Ruby 1
- **Length** 40pp (2169 words)
- **Genre** Folktale
- **Reading Level** 27

Plot Summary

These stories are based on an Irish folktale. Three woodsmen find baby Moya in the forest. She has been stolen by the Little People and is no ordinary baby. When the King of Ireland sees her he takes her to live with him. He has a cruel new wife and Moya runs away with her magical red bull and marries a prince.

Australian Curriculum References	Objectives	Bug Club Assessment Focus
Literature: CR53 Language: CR1	Session 1: discuss the language used to describe characters in stories, their actions and motivations	features of writer's use of language identified
Literature: CR53 Literacy: CR28	Session 2: infer a character's likely actions and feelings	inference based on point of reference in text
Language: CR4 Literature: CR51	Session 3: become familiar with structural stages and language features of traditional tales	recognition of some particular features of texts
Language: CR5 Literacy: CR29	Session 4: explore the function and purpose of saying verbs in narrative text	some appropriate ideas and content included



First Steps

Take time to help children set up reading journals to record their ideas, thoughts and responses as they read the books.

Session 1: Reading (Chapters 1 and 2)

Before Reading

Look at the book cover and inside front cover. Discuss the historical and cultural setting of the story and make predictions.

During Reading

Children consider the main question as they read Chapters 1 and 2 of *The Luck Child*.

Main question: **How are the characters of the three woodsmen portrayed?**

Additional prompts

- Page 3: How are the woodsmen first described?
- Page 5: Why does Conary try to hide the baby?
- Pages 8 and 11: What do their reactions tell you?
- Pages 12–13: What do their wishes tell you about them?

After Reading (collecting evidence for assessment focus)

Discuss the main question ensuring children refer back to the book.

Follow-up: children record language from Chapters 1 and 2 that describe the woodsmen.

Session 2: Reading (Chapter 3)

Before Reading

- In pairs, children compare their collected words to the descriptions of the woodsmen on page 3.
- Discuss children's impressions of Moya.

During Reading

Children consider the main question as they read Chapter 3.

Main question: **In Chapter 1, Aidan says that Moya is “no ordinary child”. Where does it tell us he is right?**

Additional prompts

Pages 18–19: What do Moya's wishes tell you about her?

Page 20: Why does Moya need magic to keep her safe?

Page 20: What does the ending tell us about Moya?

After Reading (collecting evidence for assessment focus)

- Discuss the main question, referring back to the book.
- Read page 23 and predict how the story will continue.

Follow-up: before Session 3, children read Chapter 1 of *Moya and the Little Red Bull*, recording whether their predictions were correct.

Session 3: Reading (Chapters 2 and 3)

Before Reading

- Children share their responses to Chapter 1.
- Discuss what type of story this is and how this might affect how the story progresses.

During Reading

Children read Chapters 2 and 3 and consider the main question, making links to the previous story.

Main question: **How do we know that this is a traditional tale?**

Additional prompts

Pages 29–34: What language does the author use to develop the story?

Page 32: Are there any patterns within the story?

Pages 30 and 40: What do you notice about the different types of questions?

After Reading (collecting evidence for assessment focus)

- Discuss the main question, encouraging children to make links between the two stories and other traditional tales.
- Discuss which was their favourite of the two stories and why?

Follow-up: children record which of the two stories they enjoyed most and why.

Session 4: Speaking and Listening & Writing

Speaking and Listening

- Children explain which story they liked best and why, using the examples from the story.
- Look back at pages 38–40 of *Moya and the Little Red Bull*. Discuss why the author doesn't tell us why the king wanted Moya to hide. Why do they think the king told Moya to hide before she could marry the prince. Ask children to act out this last part of the story. Freeze-frame the action and ask children to describe their thoughts and feelings at that moment.

Writing (collecting evidence for assessment focus)

Explain that when characters speak in a story a verb is used to tell the reader how the words were said. Encourage children to find examples of these verbs in the text and use them in their writing.

Using the BLM, children work independently to write what Moya and the Little Red Bull might say. Encourage children to think carefully about how the characters may say these words.

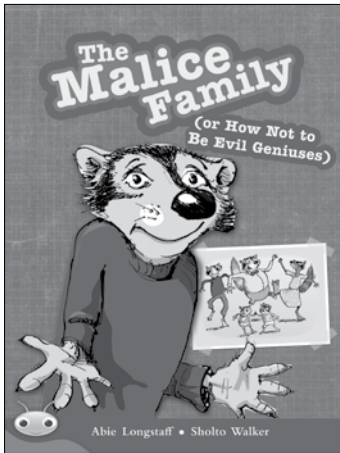
Follow-up: children write an invitation to Moya's wedding and design a border using items that can be found in the stories.

Next Steps

Making Links: find out about the history of kings and queens of Ireland.

Further Reading: provide children with a range of traditional tales from Indigenous and Torres Strait Islander cultures.

The Malice Family (or How Not to Be Evil Geniuses)



- **Book Band** Ruby 1
- **Genre** Animal fantasy
- **Length** 40pp (2867 words)
- **Reading Level** 27

Plot Summary

In these two short stories, the Malice family plot to overthrow the badger king. In the first, they use a giant nappy to trap the kingdom's rain and in the second, they use a giant magnifying glass to melt the king's ice cream. Poor Samil Malice has to rescue his family when their plans go drastically wrong.

Australian Curriculum References	Objectives	Bug Club Assessment Focus
Literature: CR53 Literacy: CR29	Session 1: discuss the traits of characters, their actions and motivations	recognise features of writer's use of language
Literature: CR54 Literacy: CR28	Session 2: identify devices that writers use to provoke readers' reactions	writer's use of language identified
Literature: CR50 Literacy: CR26	Session 3: identify the key words and images to persuade readers to agree with the view presented	identify writer's use of language and speculate on author's purpose
Language: CR5 Literature: CR55	Session 4: create an imaginative text drawing on literary texts read	some attempts at appropriate style



First Steps

Take time during the session to sample children's reading. Track children's achievement.

Session 1: Reading (pages 3–13)

Before Reading

Discuss the book cover and title and encourage predictions.

During Reading

Children consider the main question as they read to page 13.

Main question: **How do the different members of the Malice family behave and why?**

Additional prompts

Pages 6–9: How does Samil feel about his Dad's plan?

Page 7: How does the text on the blackboard help you understand what is going to happen?

Page 9: What have the twins been doing?

Page 12: Why is Samil relieved?

After Reading (collecting evidence for assessment focus)

Discuss the main question, drawing out how Samil is different from the rest of his family.

Follow-up: children describe the different members of the Malice family in their journals, using evidence from the text.

Session 2: Reading (pages 14–21)

Before Reading

Children share their impressions of the Malice family.

During Reading

Children consider the main question as they read to page 21.

Main question: **How has the author made the story funny?**

Additional prompts

Page 17: What is Dad's new plan?

Page 18: Why do the guards start to laugh?

Page 21: What is meant by being "Number One" and "Number Two"? Why do the twins think this is funny?

After Reading (collecting evidence for assessment focus)

- Ask children to find part of the text that they thought was funny and discuss the words and phrases that the author used to create this effect.
- Children identify the humorous events and language that the author has used as they read to the end of the story.

Follow-up: children read to page 29 of *Wicked Ice-Cream Sunday* and record humorous events and language.

Session 3: Reading (pages 30–40)

Before Reading

Children share their examples of humour in the story so far and summarise the main events.

During Reading

Children consider the main question as they read to page 40.

Main question: **What does the author want you (the reader) to think about the Malice family?**

Additional prompts

Page 31: What do the Malice family do on their outings?

Pages 34–36: Is Dad's plan working well so far?

Page 40: How do you know Dad thinks his plan worked?

Page 40: Which story did you like best? Why?

After Reading (collecting evidence for assessment focus)

Discuss children's feelings about the Malice family. Find examples in the text to show if they are really evil.

Follow-up: children choose one of Dad's inventions e.g. the nappy or the catapult, and write an evaluation of how successful it was, using evidence from the text.

Session 4: Speaking and Listening & Writing

Speaking and Listening

- Focus on the descriptions and pictures of the nappy on pages 7–9 and the catapult on page 14. Discuss as a group how effective the inventions are.
- Children work in pairs to share ideas for Dad's next invention to overthrow the king, identifying the objects he could use. Each pair feeds back one idea to the rest of the group.

Writing (collecting evidence for assessment focus)

S&G

Remind children that commands tell someone to do something. They usually start with a verb and are found in instructions, e.g. *Start at the beginning*. Draw attention to examples of this in the text.

- Introduce the BLM, and discuss ideas for future events at the palace. What might the king organise in the next story and how could Dad try to spoil it?
- Using the BLM, children draw a design of an invention to overthrow the king and write a short story about the Malice family and how the invention works.

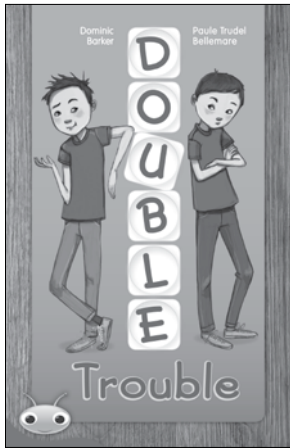
Follow-up: children write description of the invention that they have designed in their imaginative text.

Next Steps

Making Links: focus on page 30. Discuss how the magnifying glass is used in the story and find out about how a magnifying glass can be used to create heat.

Further Reading: encourage children who are interested in raccoons to use books and the internet to find out more about them.

Double Trouble



- **Book Band** Ruby 1
- **Genre** Dilemma (Realistic fiction)
- **Length** 40pp (2324 words)
- **Reading Level** 27

Plot Summary

When Oliver moves next door to Jack, they discover they are identical except for one difference – Oliver is badly behaved and Jack is good. They swap schools for the day and Oliver tries to flood the boys’ toilets but Shazia and Jack stop him just in time.

Australian Curriculum References	Objectives	Bug Club Assessment Focus
Literature: CR24 Literacy: CR28	Session 1: infer characters’ feelings in fiction	inference based on point of reference in text
Literature: CR51 Literacy: CR26	Session 2: explore texts to make meaningful connections with the people and events in the text	draw on personal experience and relate to text
Language: CR4 Literacy: CR29	Session 3: become familiar with the structural stages and language features of various types of texts	a few basic features of organisation at text level identified
Language: CR3 Literacy: CR55	Session 4: create imaginative texts based on characters, settings and events.	attempt to adopt viewpoint and persuade



First Steps

Take time during the session to sample children’s reading. Track children’s achievement.

Session 1: Reading (Chapters 1–3)

Before Reading

Look at the front cover and discuss the meaning of the title.

During Reading

Children consider the main question as they read to page 13.

Main question: **What do we learn about Jack and Shazia’s friendship? How do we know this?**

Additional prompts

Page 3: Why are the words on this page in italics?

Pages 7–8: Who is speaking to the new boy?

Page 10: Why does Jack sigh?

After Reading (collecting evidence for assessment focus)

Discuss the main question using dialogue from the story so far to build up a picture of the relationship between the children.

Follow-up: children read Chapters 4 and 5 and write what they now think Oliver is like, using the reactions of children and teachers in Oliver’s school to help them.

Session 2: Reading (Chapter 6 and 7)

Before Reading

Children discuss their ideas about Oliver and summarise events in Chapters 4 and 5. What do they think will happen next?

During Reading

Children consider the main question as they read to page 30.

Main question: **Mr Henderson believes that Jack is lying. What evidence does he have?**

Additional prompts

Pages 23–25: Which words and phrases show Mr Henderson believes they have met before?

Page 27: Why doesn't Mr Henderson believe Jack?

Page 28: Which of Oliver's belongings does Jack have?

After Reading (collecting evidence for assessment focus)

Discuss the main question asking children to refer to the text and record the evidence.

Follow-up: children write a letter from Mr Henderson to Oliver's parents explaining why Oliver is in trouble at school. They use events and other details from the text in their writing.

Session 3: Reading (Chapters 8 and 9)

Before Reading

- Children share their letters with the group and explain which information they have used from the story.
- Discuss what they think will happen next and ask them to justify their ideas based on the story so far.

During Reading

Children consider the main question as they read to the end of the story.

Main question: **How does the author make this story exciting?**

Additional prompts

Pages 32–33: How is the action described?

Page 37: How would you feel if you were Jack?

Page 39: What do you think will happen to Oliver now?

Page 40: How does the ending link back to the beginning?

After Reading (collecting evidence for assessment focus)

Discuss the way that the story is structured – can children explain how the author set the scene, introduced complications in the plot, developed tension and resolved the problem?

Follow-up: children refer back to the story and list all of the things Oliver does that are wrong.

Session 4: Speaking and Listening & Writing

Speaking and Listening

- Children share their lists and discuss whether they would want to spend time with Oliver, referring to the text to justify their point of view.
- Children work in two groups – one group prepares arguments for spending time with Oliver in the future and the other group prepares to argue against this.
- When the children are ready bring the two groups together and hold a debate. At the end, discuss which group's argument was most convincing and why.

Writing (collecting evidence for assessment focus)

Explain that connectives are used to join two sentences. Look back through the text and explore how "because", "so" and "but" are used differently. Encourage children apply this to their writing.

- Introduce the BLM and discuss whether either of the characters would be likely to give Oliver another chance in the future. Draw on knowledge of Jack and Shazia's characters.
- Using the BLM, children write in role as Shazia to persuade Jack that they should give Oliver another chance.

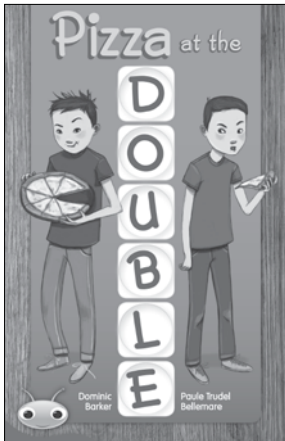
Follow-up: children write an alternative ending where the teacher does not discover Oliver and Jack's true identities.

Next Steps

Making Links: discuss the consequences of Oliver's behaviour and explore the moral of the story with children, making links to their lives and ideas of right and wrong.

Further Reading: when they are ready, encourage children who have enjoyed this story to read *Pizza at the Double*.

Pizza at the Double



- **Book Band** Ruby 1
- **Genre** Dilemma (Realistic fiction)
- **Length** 40pp (2808 words)
- **Reading Level** 27

Plot Summary

When Oliver's gran has a birthday, Oliver volunteers to do all her chores including washing Mr Tiddles the cat! But Oliver has a plan that means that Jack does all of the chores while he eats the pizza made by Jack's mum. The pizza toppings help to sort out who is who and Jack is given twenty dollars from Gran.

Australian Curriculum References	Objectives	Bug Club Assessment Focus
Language: CR4 Literacy: CR28	Session 1: become familiar with the structural stages and language features of various types of texts	a few basic features of organisation identified
Literature: CR53 Language: CR1	Session 2: discuss the language used to describe characters in stories, their actions and motivations	features of writer's use of language identified
Literature: CR54 Literacy: CR28	Session 3: identify devices that writers use to provoke readers' reactions	writer's use of language identified
Literature: CR51 Literacy: CR24	Session 4: speculate on what characters may be feeling or thinking	inference based on point of reference in text



First Steps

Look back at the previous story in the series (*Double Trouble*) and recap what the story was about. Discuss what is likely to happen in the second story.

Session 1: Reading (Chapters 1–3)

Before Reading

Discuss the front cover and the title. Can children make predictions based on the first story, *Double Trouble*?

During Reading

Children consider the main question as they read to page 11.

Main question: **How does the beginning of the story set the scene?**

Additional prompts

Page 5: How does Jack feel when Oliver arrives?

Pages 5–7: How does Shazia persuade Jack to give Oliver another chance?

Pages 9 (and 5): Why does Oliver change his shirt?

Page 10: Why doesn't Gran recognise Oliver?

After Reading (collecting evidence for assessment focus)

Discuss the main question and summarise the events so far.

Follow-up: before Session 2, children read Chapter 4 and record the language that shows Oliver is trying to persuade Jack to wear his watch.

Session 2: Reading (Chapters 5 and 6)

Before Reading

Children share their ideas of the language the author uses to show that Oliver is trying to persuade Jack.

During Reading

Children consider the main question as they read to page 24.

Main question: **Did Oliver plan to trick Jack and Shazia again?**

Additional prompts

Pages 16–17: Why does Gran think that Jack is Oliver?

Page 17: What has Oliver written in Gran's card?

Page 22: What has Oliver been saying all week?

Page 24: Why have ellipses been used here?

After Reading (collecting evidence for assessment focus)

Discuss the main question using evidence from the text to support opinions. Discuss whether Jack and Shazia could have predicted that this would happen.

Follow-up: before Session 3, children read Chapters 7 and 8 making notes about anything that they find funny.

Session 3: Reading (Chapter 9)

Before Reading

Children share their ideas about what was funny from their reading. Discuss how humour has been created in this part of the story, drawing on both text and illustrations.

During Reading

Children consider the main question as they read to the end of the story.

Main question: **Does the author want you to think it would be funny to behave like Oliver?**

Additional prompts

Pages 34–35: How does Oliver trick Jack's mum?

Page 36: Why is Oliver speaking smugly?

Page 39: What was Jack's reward for doing the chores?

Page 40: Would you like to be Oliver at the end of the story?

After Reading (collecting evidence for assessment focus)

Some people might think that Oliver is funny. Ask children to discuss this and decide what the author wants them to think. Can they find evidence in the text to support their views?

Follow-up: children record a list of all the chores that Jack had to do for Oliver's Gran.

Session 4: Speaking and Listening & Writing

Speaking and Listening

- Children share their lists of chores with the group. Taking turns in pairs, children mime one of the chores for their partner to guess.
- Focusing on Chapter 8, children act out catching and washing Mr Tiddles. Freeze-frame the action and choose children to share their thoughts, in role, as Jack.

Writing (collecting evidence for assessment focus)

S&S

Explain that adjectives describe nouns and can come before or after the noun. Look at the text and discuss the order of adjectives in the text. Encourage children to use these in their writing.

- Introduce the BLM and identify each stage in the story. Discuss the events and how Jack might have been feeling at this time.
- Using the BLM, children write what Jack is thinking at each point in the story.

Follow-up: write a recount of washing Mr Tiddles from Jack's point of view.

Next Steps

Making Links: discuss issues relating to identities and consider whether children who are not related could be identical. Find out about identical and non-identical twins.

Further Reading: encourage children who have enjoyed this story to read *The Malice Family* short stories which includes twin racoons as characters.