

# Beetle Cookies



**Colour Band:** Yellow 1

**Reading Level:** 6

**Genre/Text Type:** Fiction: Humorous

**Length:** 16 pp. (123 words)

**High Frequency Words:**

have big little said there was he off him

**Tricky Words:**

looked beetle cookie put garden sweet took

**Learning Outcomes:**

Students will:

- complete a character profile about the main character
- organise the story into beginning (introduction), middle (complication) and end (resolution)
- identify the ways in which language can be used in a written text.

## Plot Summary

Find out what happens when Dan finds a big beetle.



## Bug Club Objectives

### Language, 2. Speech functions

Spoken and written language can be used for asking for information, giving information, asking people to do things, offering to do things and making exclamations

### Literature, 5. Engaging with texts

Structural elements of plot, character and setting in different types of literary texts

### Literacy, 4. Comprehension strategies

Interpret and make inferences from texts

## Before Reading

- Ask students to describe what is happening in the cover illustration. Ask, What is the boy looking at? Match the words 'beetle' and 'cookie' with the words in the main title. Read the main title. Ask, How do you think this boy feels about bugs? Read the small title and explain that 'Bug Boy' is the name of the series that this character appears in.
- Read the blurb and ask students to name the characters in the story. Ask, What do we find out about Emma and Dan? What do you think is going to happen in the story?

## During Reading

- *Pages 2–3.* Look at the illustrations. Ask, Where does this story begin? Read pages 2–3. Ask, What bugs might Dan have as pets? Would you like to have pet bugs? What bug is on the door of Dan's room? Can you find the ladybird on page 3? Ask students to find the ladybird on each page.

- *Pages 4–5.* Identify the bugs in the illustrations. Read the text. Ask, Where does Dan find his pet bugs? What objects does Dan have that help him to find and keep pet bugs?
- *Pages 6–7.* Ask, What type of bug is Dan looking at? How does Dan know it is a beetle? Read the text. Ask, What do you think he will do with the beetle?
- *Pages 8–11.* Ask, What does Mum say when she sees the beetle? How do you think she feels about bugs? How would your mum or dad react if you wanted to keep a beetle in a tin? Read pages 8–11. Ask, What type of tin does Mum give Dan? What does Mum do to the lid of the tin? Why? What does Emma think is inside the tin? Students make predictions about the next events in the story.
- *Pages 12–13.* Read the text. Ask, What do you think Emma will do when she sees the beetle?
- *Pages 14–16.* Ask, What does Emma do when she sees the beetle? Why does she run off?

What does Dan mean when he says, 'He is not a cookie but he is sweet.'?

- Reread the text without interruption. Ask, Why is the story called *Beetle Cookies*? Does Emma really need to run away? Which character in this book is most like you—Emma or Dan?

## After Reading

### Comprehension

- Talk with students about the characters and setting of the story. Ask, Where is the story set? Is this a real or imaginary setting? Identify the main and minor characters. Ask, Are these characters real or imagined? Who do the characters remind you of?
- Ask students to share what they know about the main character, Dan. Record their ideas on a chart entitled 'All about Dan'. Remind students to use information in both the written text and illustrations. Ask, What does Dan look like? What does Dan like to do? Using **BLM 1**, students draw aspects of Dan's character to create a character profile.

### Phonemic Awareness

- Ask students to locate words in the text containing the digraph 'oo', e.g. cookies, looked, took, book, room. Ask students to identify the sounds represented by the 'oo' in each. List other words containing 'oo' and identify the sound represented by the digraph.

### Speaking and Listening

- Students share their drawings about Dan (see Comprehension). Have them explain the thinking behind their drawings.

### Grammar

- Look at the different types of sentences in the text and discuss their function in the story. Students locate and read an exclamation, a command, a question, a statement and an example of direct speech.
- Read the sign on Dan's bedroom door (page 2). Discuss the use of the apostrophe in showing possession. Write other sentences relating to the story containing apostrophes of possession. Students write the apostrophe in the correct place and explain what belongs and who it belongs to, e.g. 'This is Dan's bug book.'

### Writing

- Talk with students about the structure of the story. Ask, What happens in the beginning of the story? Explain the function of the beginning of the story in introducing the story characters and setting. Ask, What happens in the middle of the story? What happens to the characters in the story? What happens at the end of the

story? What if Emma loved beetles? How would the ending of the story change?

- Using **BLM 2**, students sort story events into beginning, middle and end and place them in the correct order in the chart.

### Visual Literacy

- Talk with students about the role of the illustrations in showing us details about Dan. Ask, What do Dan's clothes remind you of? Why do you think the illustrator dressed Dan in this way? Look at page 3. Ask, What visual features link to Dan's interest in bugs?

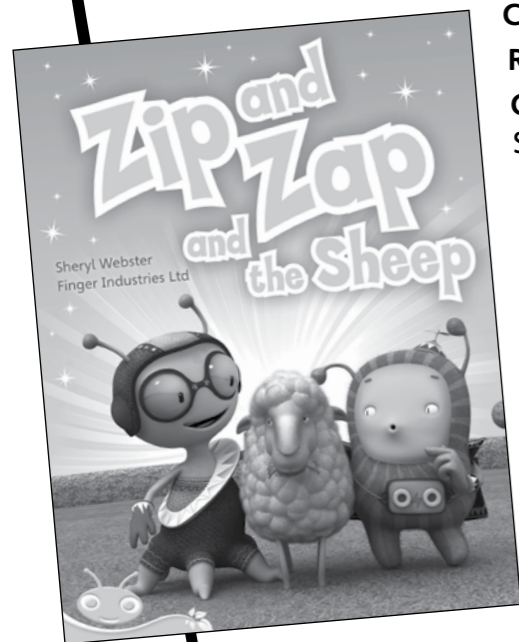
### Extension

- Write the sentence 'Bugs make great pets.' Together, create a PMI chart about bugs as pets. List the Pluses (advantages), Minuses (disadvantages) and Interesting Things about keeping bugs as pets.

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# Zip and Zap and the Sheep



**Colour Band:** Yellow 1

**Reading Level:** 6

**Genre/Text Type:** Fiction: Science-fiction

**Length:** 16 pp. (121 words)

**High Frequency Words:**

went like said there they can on up not go me get

**Tricky Words:**

goodbye oh past let's moon trip grass sheep under

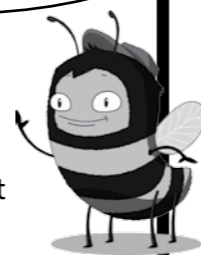
**Learning Outcomes:**

Students will:

- sequence events in story order
- read and write high frequency words in sentences
- discuss the characters, setting and events in the story.

## Plot Summary

Find out what happens when Zip and Zap meet a sheep.



## Bug Club Objectives

### Language, 11. Sight word knowledge

Recognise most high frequency sight words in texts read

### Literature, 2. Meanings of texts

Listen to and view literary texts, discussing meanings, sharing responses and comparing characters and events in texts to their own lives

### Literacy, 3. Comprehension strategies

Understand and recall literal information and ideas in texts

## Before Reading

- Look at the front cover. Ask students to share their ideas about the characters on the cover. Locate the word 'sheep' in the title. Read the title using sounding out and blending to read the words 'Zip' and 'Zap'. Ask, What type of characters do Zip and Zap remind you of? Why? Identify Zip and Zap using the labelled photo on the title page.

## During Reading

- *Pages 2–3.* Look at the illustrations. Ask, Where are Zip and Zap? Where are they going? What can they see from their spaceship? Read pages 2–3. Ask, What do Zip and Zap fly past? What are they going to land on?
- *Pages 4–5.* Look at the illustrations. Ask, What do Zip and Zap see when they land on the green grass? Would they have seen a sheep before? Why or why not? How do they react

when they see the sheep? Look at the text on page 4. Ask students to locate the exclamation mark. Ask, How does the author want us to read this sentence? Ask students to read page 4 with appropriate expression. Read page 5. Ask, What does Zap want to do to the sheep? Why? How do you think the sheep feels about this? What do you think the sheep might do?

- *Pages 6–7.* Ask students to describe what they can see happening in the illustration on page 6. Read pages 6–7. Ask, What do you think Zip and Zap are going to do to the sheep? What do you think the sheep is going to say and do?
- *Pages 8–9.* Read page 8. Ask, Why are Zip and Zap treating the sheep this way? Look at page 9. Ask, Why would Zap put the sheep on his head? Read page 9. Ask, What do you think the sheep is going to do and say if Zap puts it on his head?

- *Pages 10–11.* Read page 10. Ask students to describe what is happening in the illustration on page 11. Match the spoken word 'rain' with the word on the page. Ask, What do you think Zip is going to do? Read page 11. Ask, What do you think the sheep is going to do and say?
- *Pages 12–13.* Ask, Which character is speaking on these pages? Look at the text on page 12. Ask, Why would the word 'no' be written in capital letters with an exclamation mark? How do you think the author wants us to read this word? Read pages 12–13. Ask, How is the sheep feeling? How do you know? Students read page 13 in an 'angry' voice. Ask, What do you think Zip and Zap are going to do now?
- *Pages 14–16.* Read the text. Ask, Why do Zip and Zap have to go? What do they leave behind? Why? How does the sheep feel now? Reread the text without interruption.

## After Reading

### Comprehension

- Ask, Are Zip and Zap real or imaginary characters? How do we know? Recall the main events of the story. Ask, Where does the story begin? What happens in the middle of the story after Zip and Zap land on the green grass? How does the story end?
- Discuss Zip and Zap's actions. Ask, What do Zip and Zap think the sheep is used for? Do you think they realise they are being mean to the sheep? Ask students to imagine they travel to a place and see an unusual creature they have never seen before. Ask, How would you react?
- Using **BLM 3**, students cut out the sentence strips and paste them in the correct order on another sheet of paper. Have them draw a picture to illustrate each event.

### Phonemic Awareness

- Write the word 'sheep'. Stretch the word to isolate the sounds, e.g. sh-ee-p. Identify the sounds represented by the digraphs 'sh' and 'ee'. Write the word 'sleep'. Stretch the word to isolate the sounds. Ask students to suggest other words containing the digraphs 'sh' and 'ee'.

### Speaking and Listening

- Students prepare an oral performance of the book. Students take on the role of Zip, Zap, the sheep and a narrator. Have them read their speaking parts using appropriate intonation and expression. Have them present their readers' theatre to another group.

### Grammar

- Discuss the purpose of speech marks in indicating the words that are spoken in direct speech. Read page 2. Ask, Why aren't speech marks used on this page?

- Discuss the meaning of the word 'too' on page 11. Explain that the word 'too' means 'also' or 'as well'. Write 'to' and 'two' and explain their meanings. Have students use each in a sentence to demonstrate their understanding of the word meanings.

### Writing

- Write high frequency words from the text onto cards. Ensure students are able to read the words. Show students one word at a time. Have them study the word, and then write it from memory. Ask, Which words can you write by using sounding out? Which words do you need to remember by sight?
- Using **BLM 4**, students write the missing high-frequency word from the box to complete the sentences.

### Visual Literacy

- Discuss the purpose of the illustrations in adding story information. Ask, How do we know what Zip and Zap look like? Do the words tell us or do the illustrations show us? What features has the illustrator used to create creatures that look like they are from another planet?

### Extension

- Ask students to imagine they are a new illustrator of Zip and Zap. Have them use their own ideas to create illustrations of the characters.

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# You Are My Mum!



## Plot Summary

Find out what happens when newborn chicks think Shaun the sheep is their mum.



**Colour Band:** Yellow 1

**Reading Level:** 6

**Genre/Text Type:** Fiction:  
Humorous

**Length:** 16 pp. (132 words)

**High Frequency Words:**

like some were went out was of did not put they got see too

**Tricky Words:**

Shaun came want looking chicks eggs bucket happy shed wanted plan after

**Learning Outcomes:**

Students will:

- complete sentences to answer literal questions about the story
- write and draw a book review
- identify words and images that represent people and things in a narrative.

## Bug Club Objectives

### Language, 4. Basic sentence elements

Words and images represent people, things, actions and details, including place and time

### Literature, 4. Purposes of texts

Recognise that literary texts are created to entertain or inform

### Literacy, 3. Comprehension strategies

Understand and recall literal information and ideas in texts

## Before Reading

- Look at the cover and ask students if they recognise the character on the cover. Explain to the students that Shaun the sheep is a popular cartoon character. Ask, What is Shaun holding? What ideas do you have about the story setting?
- Read the title and blurb. Ask, Why would the chicks think Shaun is their mum?

## During Reading

- *Pages 2–3.* Ask, What is Shaun looking at? What is coming out of the eggs? Students match the spoken words 'Shaun', 'chicks' and 'eggs' with the written words on the page. Read pages 2–3. Ask, Who will the chicks see when they come out of the eggs?
- *Pages 4–5.* Read the word in the box, 'Mum!' Ask, Who do you think the chicks are calling 'Mum'? Where is Shaun putting the chicks? Read page 4. Ask, Why do the chicks run to Shaun? Why wouldn't Shaun want to look after the chicks? Read page 5. Ask, Is this the end of the sentence? Explain the purpose of the ellipsis in indicating a pause to build tension in the story. Ask, What do you think is going to happen?
- *Pages 6–8.* Read page 6. Ask, What do the chicks do? Why would Shaun want to put the chicks in a bucket? Why is Shaun not happy? Read pages 7–8. Ask, Where does Shaun try to put the chicks? Why isn't he happy?
- *Page 9.* Ask, Who is this part of the story about? Students find the word 'hen' in the sentence. Read page 9. Ask, What do you think the hen will do?
- *Pages 10–11.* Ask students to describe what they can see happening in the illustrations. Read pages 10–11. Ask, Why is the hen not happy? What do you think will happen next?
- *Pages 12–13.* Read pages 12–13. Ask, What happens when Shaun takes the chicks to the hen? Why would the chicks still want Shaun

and not the hen? How do Shaun and the hen feel? What do you think Shaun can do to solve this problem?

- *Pages 14–15.* Ask, What is Shaun doing? Why would he be knitting a jumper? Read pages 14–15. Ask, What is Shaun's plan? Why does the jumper solve the problem? Do you think everyone will be happy?
- *Page 16.* Ask, Why is Shaun cold and unhappy? Reread the text without interruption. Ask students to share their opinions about the story ending. Ask, How did you feel when you read the last page? Was it a surprise ending?

## After Reading

### Comprehension

- Ask students to retell the story in their own words. Ask, What happens in the beginning? What is Shaun's problem? What does Shaun do to try to get the chicks to go back to the hen? How does he end up solving his problem? How does the story end? Talk about the reasons why the chicks would think Shaun was their mum.
- Using **BLM 5**, students complete sentences to answer literal questions about the story.

### Phonemic Awareness

- Ask students to locate and read words in the text containing the digraph 'sh'. Write the words 'chicks', 'crack' and 'bucket'. Students identify the sound represented by the digraphs 'ch' and 'ck'. Say simple one-syllable words containing the digraphs 'sh', 'ch' and 'ck', e.g. ship, chop, duck. Students stretch the words to identify the sounds. Ask students to name the letters that spell the words. Write the words for students to read.

### Speaking and Listening

- Have students practise reading the story aloud, stopping at the full stops, using appropriate expression as indicated by the exclamation marks and pausing at the ellipses on pages 5 and 7. Have them read the story to another group.

### Grammar

- Ask students to identify the naming words in the written text that name the characters and objects the story is about, e.g. Shaun, eggs, chicks, hen, shed, bucket. Discuss the purpose of the capital letter at the beginning of Shaun (proper noun). Ask, What other naming words name objects in the illustrations that are part of the story? List students' suggestions, e.g. beak, wool, jumper, hot water bottle. Explain that narratives (stories) contain naming words to identify the people, places or things the story is about.

### Writing

- Talk with students about the purpose of the text. Ask, Is this an entertaining story? Why? Ask students to share their opinions of the story. Explain that people write reviews to tell their opinion about books. Ask, What would you say to someone else about this story?
- Using **BLM 6**, students write a book review of the story. Have them write a comment describing their favourite part of the story and a reason for their choice.

### Visual Literacy

- Discuss the role of the illustrations in adding story information. Ask, How do we find out what Shaun is planning? What does Shaun use to keep warm at the end of the story? Do the words tell us or do the illustrations show us?
- Discuss how the illustrations were created using claymation—the technique of making model characters and then using them in film.

### Extension

- Have students rewrite their opinion about their favourite part of the story from their review as a quotation that could appear on the back of the book. Have them use speech marks around their sentences to show that they are a quotation, and then write their name. Create a 'Wall of quotations' about the story.

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# Go and Get It!



**Colour Band:** Yellow 1

**Reading Level:** 6

**Genre/Text Type:** Fiction:  
Realistic Narrative

**Length:** 16 pp. (81 words)

**High Frequency Words:**

our wanted with go get big had to it

**Tricky Words:**

Spike stick play shouted tennis rubber bone

**Learning Outcomes:**

Students will:

- recognise a sentence that is a command
- sequence a list of items
- relate a text to their own experience and help to create a wall story.

## Plot Summary

Find out what Spike plays with at the park.



## Bug Club Objectives

### Language, 4. Basic sentence elements

Words and images represent people, things, actions and details, including place and time

### Literature, 4. Purposes of texts

Recognise that literary texts are created to entertain or inform

### Literacy, 4. Comprehension strategies

Interpret and make inferences from texts

## Before Reading

- Ask students to describe what is happening in the illustration on the front cover. Ask, What is the dog chasing? Where do you think the dog might be?
- Ask, How many words are there in the title? (four) Read the title together. Ask students what the punctuation mark at the end of the title is (exclamation mark). Explain that it suggests how the title should be read.
- Read the blurb and ask students who they think Spike might be. Ask students to predict what might happen in this story.

## During Reading

- *Pages 2–3.* Look at the illustration. Ask, Where is this story set? Read page 2. Ask, Whose pet is Spike? What is the boy doing with his mum? What is Dad doing?
- *Pages 4–5.* Ask, What does Dad throw for Spike to get? Read the text. Ask, Why do you think Dad shouts? Do you think he is angry? What can you see lying on the grass near Spike? Predict what might happen next.

- *Pages 6–7.* Ask, Was your prediction correct? What are Mum and the boy doing? Where has Mum put the bread? Read the text. Ask, Do you think Dad will throw the ball for Spike to catch?
- *Pages 8–9.* Ask, What are Mum and the boy doing now? Read the text. Ask, What is Dad shouting now? Do you think Spike will get the ball? What can you see lying near the ball? Predict what might happen next.
- *Pages 10–11.* Ask, Was your prediction correct? What does Spike want to play with this time? What is Dad trying to do? Where are Mum and the boy? What can you see near the ball?
- *Pages 12–13.* Read the text. Ask, What are the words Dad says? Which word tells you how Dad speaks? Do you think Spike is enjoying himself? Do you think Dad is enjoying himself? What do you think might happen next?
- *Pages 14–15.* Ask, What is happening now? Look at the illustration. Ask, What is everyone looking at? Read the text. Ask, Why would Spike want to play with the cat? Do cats and

dogs usually play together? Predict what might happen next.

- *Page 16.* Read the text. Ask, Who is shouting now? What does Mum say? Do you think Dad is going to get Spike? What might happen? Do you think Mum is worried about Spike?

## After Reading

### Comprehension

- Ask, Did you enjoy the story? Encourage students to give reasons for their answers. Ask, Have you ever seen something like this happen when you have been at a park? Why do you think the author wrote this story? Is it fun to read?
- Talk about the pattern in the story, e.g. Spike and Dad are playing with a toy, then Spike sees another toy and he wants to play with it. Ask, Do you know a dog like this?
- Using **BLM 7**, students sequence the toys Dad and Spike play with in the correct order.

### Phonemic Awareness

- Write the word 'dog'. Ask students to read this word, and then stretch it into initial, middle and final sound, e.g. d-o-g. Brainstorm words that rhyme with 'dog' and make a list, e.g. hog, frog, log. Ask students to say which part of the rhyming words is the same as in 'dog'.

### Speaking and Listening

- Working in pairs, have students talk about their pet or a pet they know well. Have each partner say whether or not their pet is like Spike, e.g. loves being at the park, loves playing with his toys, is friendly and happy. Come together to share ideas as a group.

### Grammar

- Discuss the use of an exclamation mark to give emphasis in the book title. Explain that the title *Go and Get It!* is a command, e.g. it tells someone what to do. Look through the text to find other examples of commands with an exclamation mark for emphasis. A command starts with a doing word (verb). Record the commands from the text, underlining the starting verb for students to see. Brainstorm with students other commands Dad could give to Spike, record them and underline the verb at the beginning of each, e.g. catch the ball, drop the stick, come back.

### Writing

- Discuss with students things they like to do at the park. Tell students that they are going to build a wall story about being at the park, from their own work. Using **BLM 8**, students draw and write things they like to do at the park. These are added to the wall story to create a

collage of different things you can do at the park. Invite other classes to come and read and view the wall story about being at the park.

### Visual Literacy

- Discuss how the illustrator has given us information that is not written in the text, e.g. on page 3, Mum and the boy are feeding the ducks, and on page 5, a duck has taken the boy's bread. Examine other pages for examples, e.g. on pages 4–5 the illustrator has used lines to indicate speed and movement. Look for other examples throughout the book where the illustrator has used lines for this reason.

### Extension

- Talk about what might happen when Dad goes to get the dog. Ask, Do you think Spike will jump the fence to chase the cat? Have students write what might happen next.

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