



Grandma Went to School

Word Count: 130 **Text Type:** Literary Recount

High-frequency Word Focus: her, hers, where

Content Words: chalk, computers, desks, games, Grandma, markers, pencils, photographs, school, skipped, tables, teacher

Language Features: (sentences, punctuation, vocabulary, sound and letter knowledge) sentences (directionality); capital letters; final blend *nt*; topic-specific vocabulary

LITERACY	LITERATURE	LANGUAGE
<p>Interacting with others: listen to and respond orally to text and others; use interaction skills</p> <p>Interpreting, Analysing, Evaluating: identify some differences between informative and imaginative texts; read predictable text; use comprehension strategies to understand and discuss text</p> <p>Creating texts: create short text to record ideas</p>	<p>Responding and examining: retell events from a story; share thoughts and feeling about events</p> <p>Creating Literature: retell text through illustration</p>	<p>Language for interaction: use language to express likes</p> <p>Expressing and developing ideas: understand the use of vocabulary; explore the contribution of images to meaning; know spoken sounds and words can be written down using letters of the alphabet; how to write high-frequency words</p> <p>Text structure and organisation: understand capital letters are used for names and the starts of sentences; directionality</p> <p>Sound and letter knowledge: recognise sounds and rhyme in spoken words; letters of the alphabet</p>

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above and any additional focuses listed in the Scope and Sequence Chart on page XX and found in most texts at this level, to support and encourage continued development of all language skills.

GETTING STARTED LISTENING, SPEAKING, VIEWING

Activating prior knowledge: Discuss with students the differences between schools now and in the past. Compile two lists, one of present-day school activities and equipment, and one of those in the past. Compare and contrast these lists.

Encouraging prediction: Read the book's title to students and discuss where the old woman and girl on the cover might be. Turn to and read the title page. Ask students to look at all the illustrations and note that the main illustrations are in full colour, while the photographs are faded, like old black-and-white photos. Have students use the illustrations to predict what the story might be about.

Outlining focuses: Explain to students that as well as reading about Grandma going to school, they will talk about capital letters, words that end with *nt*, and special words related to the topic of school.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

■ Literacy

Modelling: Read the text to students. Use expression, pause to clarify unfamiliar words, and point out details in the illustrations, such as the pencils and paper on page 8.

Guiding: Invite students to read, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning of words, sentences, and whole texts (the main aim of guided reading).

Interacting, interpreting, analysing, and evaluating: At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text by asking questions. What was chalk used for at Grandma’s school? How is Liz’s school different from Grandma’s school? Remind students of the difference between imaginary and informative texts. Ask which they think this book is and why.

■ Literature

Responding and examining: Ask students how they feel about school in Grandma’s day. Discuss whether they would prefer to sit at desks like Grandma or at tables. Ask students to retell what the teacher did when Grandma asked for a photograph of Liz and her.

■ Language

Language for interaction: Have students discuss whether they prefer school as it is today or many years ago.

Text structure and organisation: Reinforce the different uses and purposes of capital letters by having students identify each capital letter on page 12 and explain its purpose. Then, reinforce the importance of reading from left to right and top to bottom.

Expressing and developing ideas: Ask students if the pictures helped them understand the story and, if so, how. Discuss topic-specific vocabulary, such as, *chalk, desks, games, pencils, computers*.

Sound and letter knowledge: Ask students to find a word in the text that ends in *nt* (*went*). Together, compile a list of words that rhyme with *went* (for example, *bent, lent*) and a list of non-rhyming words that end in *nt* (for example, *ant, count, elephant, point*). Use these words to compose a humorous poem.

PUTTING THE LEARNING INTO PRACTICE

READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

■ Small Group/Independent Activities

- Have students reread the text independently, then proceed to the following activities.
- Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.
- Ask students to complete the *Grandma Went to School* worksheets. Encourage them to work independently, but assist as required.
- Invite students’ grandparents to your classroom to share what school was like when they attended. Ask students to write a recount or draw pictures comparing their grandparents’ schools to those of today.
- Have students complete, then illustrate a sentence beginning with *I can use a computer to...*
- Have students illustrate and write about something they like to do in the playground.
- Ask students to fold a page in half. Have them retell in two pictures, one thing that was different in Grandma’s day to today.

■ Assessment

When a student or group of students is ready for assessment, have them complete the appropriate assessment screens on pages XXX – XXX of the Teacher Guide.

Name _____

Grandma Went to School

1. Circle *(nt)* in these sentences.

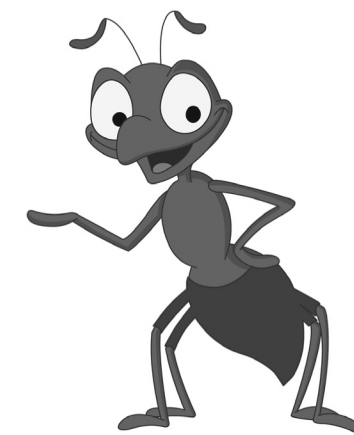
The first one has been done for you.

I want *(nt)* a mint *(nt)*.

My aunt and I went in a tent.

The ant has blue pants.

I counted my cents and went shopping.



2. Write the *nt* in these words.

wa____ se____ de____ hu____ re____ pai____

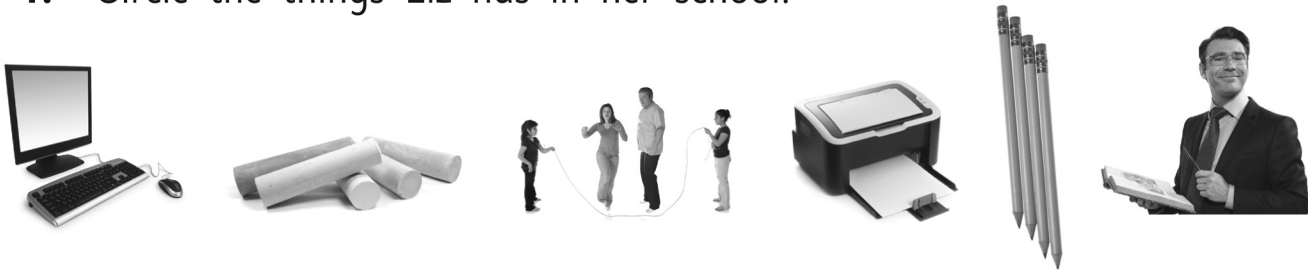
3. Circle the words that relate to school.

chalk	shopping	games
truck	markers	bed
pencils	teacher	cow
computers	frog	desk

Name _____

Grandma Went to School

1. Circle the things Liz has in her school.



2. Draw a picture of Grandma and Liz at school.

3. Answer Yes or No to these questions.

	Yes	No
Did Grandma have computers?		
Did Grandma play ball games?		
Did Grandma play skipping?		
Did Grandma sit at a table?		
Did Grandma have pencils?		

Name _____

Grandma Went to School

Write three questions to ask an adult about when they were at school.

1.

2.

3.





The Shopping List

Word Count: 129 **Text Type:** Literary Recount

High-frequency Word Focus: got, his, right, want, yes

Content Words: bake, butter, cake, dad, eggs, flour, fruit, ice-cream, milk, mum, shopping list, sons, sugar

Language Features: (punctuation, vocabulary, sound and letter knowledge) punctuation; dialogue; CVC patterns

LITERACY	LITERATURE	LANGUAGE
<p>Interacting with others: listen to and respond orally to text and others; use interaction skills</p> <p>Interpreting, analysing, evaluating: identify some differences between informative and imaginative texts; read predictable text; use comprehension strategies to understand and discuss text</p> <p>Creating texts: create short text to record ideas</p>	<p>Literature and context: understand authors can tell stories similar to their own</p> <p>Responding and examining: share thoughts and feeling about events and characters</p> <p>Creating Literature: retell text through illustration</p>	<p>Text structure and organisation: understand how digital texts work; punctuation is a feature of written texts – quotation marks</p> <p>Expressing and developing ideas: know spoken sounds and words can be written down using letters of the alphabet; how to write high-frequency words; use onset and rime to spell words</p> <p>Sound and letter knowledge: recognise sounds and rhyme in spoken words; letters of the alphabet</p>

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GETTING STARTED LISTENING, SPEAKING, VIEWING

Activating prior knowledge: Discuss what students enjoy cooking at home. Discuss shopping for ingredients, and brainstorm a list of shops students might visit, such as a bakery, butcher, fruit and vegetable shop, or supermarket.

Encouraging prediction: Using the interactive digital book, or the printed version, read the title to students and have them discuss where the man and boys on the cover might be. Turn to and read the title page. Ask students to look at the illustrations as you move through the book, identifying the characters and setting. Have them use the illustrations to predict what the story might be about.

Outlining focuses: Explain to students that as well as reading about the shopping list, they will talk about punctuation, the words characters say, and letter patterns in words.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

Literacy

Modelling: Read the text to students. Use expression, pause to clarify unfamiliar words where necessary, and point to each ingredient as it is checked off the list.

Guiding: Invite students to read from their books, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns. Allow appropriate

“wait time” and provide positive feedback to students when they use learned reading strategies to make meaning of words, sentences, and whole texts (the main aim of guided reading).

Interacting, interpreting, analysing, and evaluating: At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Ask them why the family needs to go shopping. Have students close their books and make a list of the cake ingredients from memory. Ask students to read page 16 and recall whether ice-cream is an ingredient for the cake and was on the shopping list. Ask why Dad decides to buy it. Remind students of the difference between imaginary and informative texts, and ask which they think this book is and why.

Literature

Literature and context: Ask students if the author has written about something that they have done before.

Responding and examining: Ask students if they think it is a good idea for Dad and the boys to have a list. If so, why? Ask how they felt when Dad decided to buy ice-cream.

Language

Text structure and organisation: If you are using the digital book, invite students to take turns to operate it for the following activities. Have students identify the quotation marks that signal speech on page 4. Point out the new sentence for each piece of dialogue. Model using different voices for the dialogue spoken by Bruce and Dad, then have students take turns to do the same.

Sound and letter knowledge: Have students turn to page 12. Draw attention to the words *dad* and *got*. Discuss the letters that make up the words and the consonant-vowel-consonant (CVC) pattern in each. Have students spell each word using onset and rime. Ask them to use this skill to suggest words that rhyme with *dad* and *got*. These words can be written on flashcards and used in a variety of games.

PUTTING THE LEARNING INTO PRACTICE READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

Small Group/Independent Activities

- Have students reread the text independently, then proceed to the following activities.
- Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.
- Ask students to complete the *The Shopping List* worksheets. Encourage them to work independently, but assist as required.
- Have students complete the self-recording in the interactive digital book. They can practise reading the book through, then record and save their reading.
- Ask students for their favourite dishes. Make a list of ingredients for each. Have students illustrate their lists with a picture of the dish, then combine their work into a class book of shopping lists.
- Have students choose two words from the shopping list on the title page. Tell them to write each word in a sentence and draw an illustration to match.
- Have students write about what they thought of Dad getting the ice-cream.

Assessment

When a student or group of students is ready for assessment, have them complete the appropriate assessment screens on pages XXX – XXX of the Teacher Guide.

Name _____

The Shopping List

1. Write a, e, i, o, or u in the spaces to make words.

d__d h__s b__t
t__p f__t f__r
m__d c__t v__n

2. Write words that rhyme with these words.

can _____ hat _____ tap _____
dad _____ lot _____ bun _____
men _____ pin _____ kit _____
cut _____ day _____ rug _____
bag _____ dip _____ low _____

Name _____

The Shopping List

Answer Yes or No to these questions.

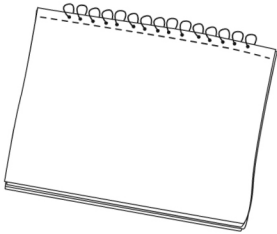
	Yes	No
Were they going to bake a cake?		
Did they go shopping?		
Did they buy a cake?		
Did they buy butter and milk?		
Did they buy flour and sugar?		
Did they buy vegetables?		
Did Dad buy ice-cream for his sons?		



Name _____

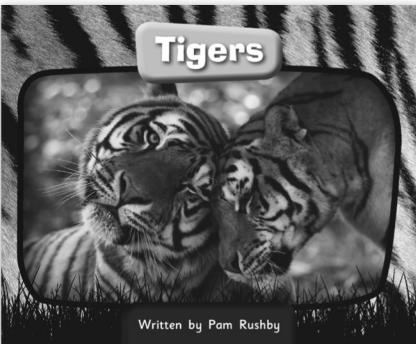
The Shopping List

Read the headings in the four boxes.
List foods found in that section of the supermarket.



Dairy	Fruit and Vegetables
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Meat	Bread
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Tigers

Word Count: 128 **Text Type:** Factual Description
High-frequency Word Focus: about, there, these
Content Words: Asia, big, cats, cubs, hunt, play, protect, safe, sleep, stripes, swim, tigers, wild
Language Features: (punctuation, vocabulary, sound and letter knowledge) sentences (key units for expressing ideas); describing words; y as a vowel

LITERACY	LANGUAGE
<p>Interacting with others: listen to and respond orally to text and others; use interaction skills</p> <p>Interpreting, analysing, evaluating: identify some differences between informative and imaginative texts; read predictable text; use comprehension strategies to understand and discuss text</p> <p>Creating texts: create short text to report ideas</p>	<p>Text structure and organisation: understand: how digital texts work; texts can take different forms and informative texts have a special purpose – placement of contents and index pages</p> <p>Expressing and developing ideas: know that spoken sounds and words can be written down using letters of the alphabet; how to write some high-frequency and known words; recognise texts are made up of groups of words that make meaning; understand the use of vocabulary</p> <p>Sound and letter knowledge: recognise sounds in spoken words; letters of the alphabet</p>

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GETTING STARTED LISTENING, SPEAKING, VIEWING
Activating prior knowledge: Discuss the places tigers live, in the wild as well as in nature reserves or zoos. List any information students might already know about tigers, for example, their size, what they eat, or their habits.
Encouraging prediction: Using the interactive digital book, or the printed version, read the title to students and have them discuss the animals on the cover. Ask students to look at the photographs as you move through the book, identifying the different things the tigers are doing. Have students use the photographs to predict what the book might be about. Confirm their predictions by discussing the headings on the contents page.
Outlining focuses: Explain to students that as well as reading about tigers, they will be talking about words that describe things, and how y can produce a vowel sound.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING
■ Literacy
Modelling: Read the text to students. Use expression, pause to clarify unfamiliar words where necessary, and point out details in the illustrations, such as the stripes on the tiger on page 5.
Guiding: Invite students to read from their books, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning of words, sentences, and whole texts (the main aim of guided reading).

Interacting, interpreting, analysing, and evaluating: At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Ask students to compare the tiger cubs on page 7 to those on page 9, and explain why they look different. Have students read the text on page 8. Ask why the cubs need to learn about hunting and staying safe before they leave home. Remind them of the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Language

Text structure and organisation: If you are using the digital book, invite students to take turns to operate it for the following activities. Discuss the purpose and placement of the contents and index pages.

Expressing and developing ideas: Remind students that words and groups of words in a sentence give meaning. Explain that some words add meaning by telling us more about another word. Have students focus on the word *big* on page 2. Tell them the word *big* adds meaning to the word *cats* because it describes the cats. Ask what other words they could use to describe cats.

Sound and letter knowledge: Have students read the text on page 14 and locate the word *only*. Model the pronunciation of this word, and explain that when *y* is at the end of a word, it is often pronounced as a long *e*. Together, list other words ending in *y* with the long *e* sound (for example, *happy*, *city*, *mummy*, *baby*).

PUTTING THE LEARNING INTO PRACTICE

READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

■ Small Group/Independent Activities

- Have students reread the text independently, then proceed to the following activities.
- Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.
- Ask students to complete the *Tigers* worksheets. Encourage them to work independently, but assist as required.
- Have students complete the self-recording in the interactive digital book. They can practise reading the book to the end, then record and save their reading.
- Have students use the Internet to research tigers and organisations trying to help them. Ask students to think of ways they could help tigers. Have them use their research to create and illustrate *Save the Tigers* posters.
- Provide students with information about other big cats. Have them draw pictures and write the names of other members of the cat family.

■ Assessment

When a student or group of students is ready for assessment, have them complete the appropriate assessment screens on pages XXX – XXX of the Teacher Guide.

Name _____

Tigers

1. Circle the words where *y* makes a long *e* sound.

you	very	yam	many
yolk	ready	happy	yarn
pretty	yawn	story	yes
funny	yell	easy	yet

2. Choose a describing from below.
Write it in the sentences.



wet big wild tired small sharp

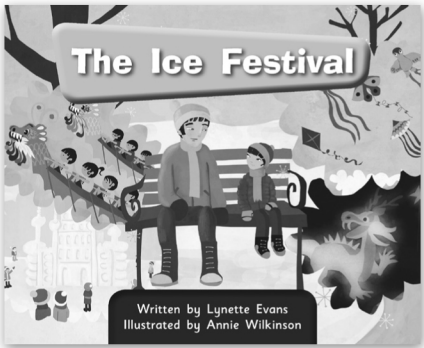
1. The tiger has very _____ teeth.

2. The tiger in the water is _____.

3. Tigers are _____ cats.

4. Those tiger cubs are very _____.

5. _____ tigers do not live in zoos.



The Ice Festival

Word Count: 113 **Text Type:** Literary Recount

High-frequency Word Focus: before, could, him

Content Words: autumn, dragon boat, festival, ice, kite, moon, spring, summer, winter

Language Features: (sentences, punctuation, vocabulary, sound and letter knowledge) dialogue; capital letters; full stops, long *u*

LITERACY	LITERATURE	LANGUAGE
<p>Interacting with others: listen to and respond orally to text and others; use interaction skills</p> <p>Interpreting, analysing, evaluating: identify some differences between informative and imaginative texts; read predictable text; use comprehension strategies to understand and discuss text</p> <p>Creating texts: create short text to explore ideas and events</p>	<p>Responding and examining: share thoughts and feeling about events and characters; recognise characteristic features of a text – beginning and ending of story</p> <p>Creating literature: retell text through illustration</p>	<p>Text structure and organisation: understand how digital texts work; punctuation a feature of written texts – quotation marks; use of capital letters for names</p> <p>Expressing and developing ideas: know spoken sounds and words can be written down using letters of the alphabet; how to write some high-frequency and known words</p> <p>Sound and letter knowledge: recognise sounds, syllables and rhyme in spoken words; letters of the alphabet</p>

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GETTING STARTED LISTENING, SPEAKING, VIEWING

Activating prior knowledge: Ask students what changes with the seasons (*the weather*), and if they know of any seasonal festivals. Ask if anyone has been to a seasonal festival, and have them share their experiences.

Encouraging prediction: Using the interactive digital book, or the printed version, read the book’s title to students, and have them discuss what the man and boy on the cover are doing. Turn to and read the title page. Ask students to look at the illustrations as you move through the book, identifying the two characters and the settings throughout. Have them use the illustrations to predict what the story might be about.

Outlining focuses: Explain to students that as well as discovering what happens to the man and boy in the story, they will take note of the special punctuation used when people speak, and learn about the long *u* sound.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

■ Literacy

Modelling: Read the text to students. Use expression, pause to clarify unfamiliar words where necessary, and point to details in the illustrations, such as the dragon boats on page 9.

Guiding: Invite students to read from their books, keeping in mind what was modelled. Use the specific

abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning of words, sentences and whole texts (the main aim of guided reading).

Interacting, interpreting, analysing, and evaluating: At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Ask why Luke does not want to go to the first three festivals, and why Uncle Bo is sad on page 14. Why is Luke happy to go the ice festival? Remind them of the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Literature

Responding and examining: Have students identify what happens at the start and end of the story. Discuss the characters. Ask them what kind of person they think Uncle Bo is. Have them discuss how Luke’s feelings change throughout the story, and how they felt when Luke said he had not been to the ice festival.

■ Language

Text structure and organisation: Read page 14 and explain to students which words Uncle Bo speaks by pointing out the quotation marks around his dialogue. Repeat with Luke’s answer overleaf. Point out that a new line is required for a new speaker. Note the capital letters and full stops. Repeat these steps with other pages, having students tell you the purpose of specific punctuation marks.

Sound and letter knowledge: Read page 2 and ask students to sound out the name *Luke*. Teach students the saying, “When two vowels go out walking, the first one does the talking, and the other one stays silent.” In this case, the *u* in *Luke* makes the long *u* sound and the *e* stays silent. Together, list other long *u* family words to extend students’ vocabulary (for example, *dune*, *duke*).

PUTTING THE LEARNING INTO PRACTICE READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

■ Small Group/Independent Activities

- Have students reread the text independently, then proceed to the following activities.
- Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.
- Ask students to complete the *The Ice Festival* worksheets. Encourage them to work independently, but assist as required.
- Have students complete the self-recording in the interactive digital book. They can practise reading the book to the end, then record and save their reading.
- Group students in pairs and ask them to design a poster advertising a seasonal festival, either real or imaginary. Have them illustrate their poster, then write a sentence or two about their festival.
- Assist students to cut either snowflakes from white paper or autumn leaves from orange, yellow, and red paper. Have them draw either a winter or autumn picture and decorate it with their cutouts.

■ Assessment

When a student or group of students is ready for assessment, have them complete the appropriate assessment screens on pages XXX – XXX of the Teacher Guide.

Name _____

The Ice Festival

1. Put speech marks in the correct places.

It is spring, said Uncle Bo.

I went there before, Luke said.

We could go to the Kite Festival,
Uncle Bo said.

I did go there before, Luke told him.

We could go there! said Luke.

2. Link the u and e in these words.

- tube

fluke

rude
- mule

fuse

duke
- prune

mute


tune



Name _____

The Ice Festival

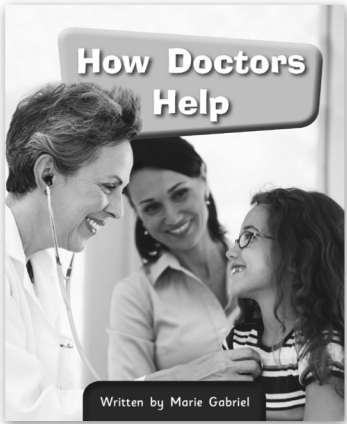
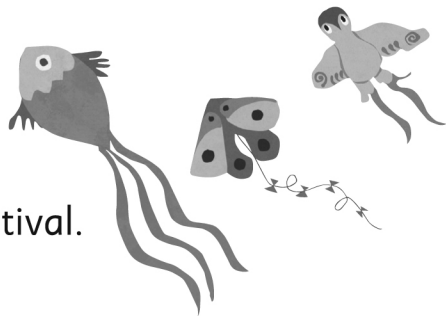
Answer Yes or No to these questions.

	Yes	No
 Is Bo Luke's uncle?		
 Is Luke older than Bo?		
 Has Luke been to the Kite Festival?		
 Has Luke been to the Dragon Boat Festival?		
 Has Luke been to the Moon Festival?		
 Has Luke been to the Ice Festival?		

Name _____

The Ice Festival

Think about your favourite festival in the book.
Write about why you would like to go to that festival.
Use the book to help you with some words.
Draw a picture of the festival.



How Doctors Help

Word Count: 130 **Text Type:** Information Report

High-frequency Word Focus: help, more, other, their

Content Words: bones, doctors, ears, eyes, hearing, hospital, hurt, patients, problems, sick, teeth, tests, X-rays

Language Features: (punctuation, vocabulary, sound and letter knowledge)
serial commas; final blend *lp*

LITERACY	LANGUAGE
<p>Interacting with others: listen to and respond orally to text and others; use interaction skills</p> <p>Interpreting, analysing, evaluating: identify some differences between informative and imaginative texts; read predictable text; use comprehension strategies to understand and discuss text</p> <p>Creating texts: create short text to record and report ideas</p>	<p>Text structure and organisation: understand punctuation is a feature of written texts – serial comma; texts can take different forms; informative texts have a special purpose – placement of contents and index pages</p> <p>Expressing and developing ideas: explore the contribution of images to meaning; know spoken sounds and words can be written down using letters of the alphabet; how to write high-frequency words</p> <p>Sound and letter knowledge: recognise sounds and rhyme in spoken words; letters of the alphabet</p>

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GETTING STARTED LISTENING, SPEAKING, VIEWING

Activating prior knowledge: Ask students if they have ever visited a doctor and what the experience was like. Discuss different kinds of doctors, how they help us, and the kind of equipment found in doctors’ offices or hospitals.

Encouraging prediction: Read the book’s title to students and have them discuss the photograph on the cover. Ask students to look at the photographs throughout the book and identify what the doctors are doing in each. Have them use the photographs to predict what the book might be about. Read the headings on the contents page to confirm their predictions.

Outlining focuses: Explain to students that as well as reading about doctors, they will be talking about commas, and words ending in *lp*.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

■ **Literacy**

Modelling: Read the text to students. Use expression and pause to clarify unfamiliar words where necessary. Point to each photograph and discuss any in need of explanation, for example, the eye examination on page 7.

Guiding: Invite students to read, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies,

such as using picture cues and knowledge of letter/sound patterns. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning of words, sentences, and whole texts (the main aim of guided reading).

Interacting, interpreting, analysing, and evaluating: At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text by asking questions. For example, how might eye doctors help people to see better? How might ear doctors help people to hear better? Have students look at pages 12 and 13. Ask how looking at an X-ray helps a bone doctor treat a broken bone. Remind them of the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Language

Text structure and organisation: Read page 10 and ask students to look closely at the punctuation marks after the words *X-rays* and *fillings*. Explain that these marks are called commas and are used to separate items in a list. They indicate a slight pause before reading on to complete the sentence. Discuss the purpose and placement of the contents and index pages.

Expressing and developing ideas: Ask students to look at pages 14 and 15. Ask them to read the text then explain what extra information they gained from the photograph.

Sound and letter knowledge: Ask students to read page 2 and find the word *help*. Discuss the letters in the word, and point out the final blend *lp*. Brainstorm a list of other words that end in *lp* (for example, *gulp*, *pulp*, *scalp*, *yelp*). Together, make up short nonsense rhymes with these words, for example, *I gave a little yelp when I felt a tickling on my scalp*.

PUTTING THE LEARNING INTO PRACTICE

READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

■ Small Group/Independent Activities

- Have students reread the text independently, then proceed to the following activities.
- Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.
- Ask students to complete the *How Doctors Help* worksheets. Encourage them to work independently, but assist as required.
- Discuss with students the importance of being healthy and caring for our bodies. Have students create a poster about staying healthy and safe. The poster should include such things as healthy eating habits, good hygiene habits, and safety rules.
- Have students write *Doctors can help fix...* at the top of a sheet of paper. Have them use the contents page as a prompt to remind them of the things doctors do to help. Ask students to draw and label pictures of the parts of the body the doctors in this book treat.
- Have students choose two doctors from the text. Ask them to write two facts they learned about these doctors.

■ Assessment

When a student or group of students is ready for assessment, have them complete the appropriate assessment screens on pages XXX – XXX of the Teacher Guide.

Name _____

How Doctors Help

1. Circle the *(lp)* in these words.

kelp

help

pulp

yelp

scalp

gulp

2. Which of these sentences need commas? Put commas in the correct places.

They do X-rays fillings and more.

There are eye doctors ear doctors and bone doctors.

Doctors help in clinics offices and hospitals.

Doctors nurses and dentists help us.

I have sore eyes sore ears and a sore throat.



Name _____

How Doctors Help

Draw lines to match the sentences and pictures.

Eye doctors help our...



Ear doctors help our...



Teeth doctors help our...



Bone doctors help our...



Name _____

How Doctors Help

Write about how people such as police, teachers, firefighters, and crossing supervisors help us, and why their jobs are important. Draw a picture to match what you write.