

GOALS
Comprehension

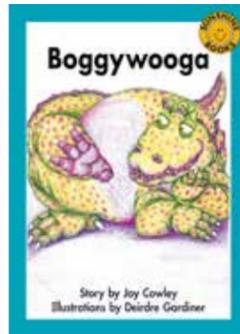
Predict the setting and character from illustrations

High-frequency words

across, behind, close, coming, great, small, smaller, there, through, why

Writing

Rewrite the story in the present tense



When a space traveller arrives on a purple planet, she plays a monster at his own game.

Before Reading

- Students predict the setting and character from the information on the cover and title page. They look at the title and use their knowledge of beginning letter and sound /b/ and other letter patterns (y, oo) to work out the word.
- Listen to page 2. Ask: What is happening at the beginning of the story? What do you think will happen when Officer Susan meets the boggywooga. Students say what they think might happen in the story.
- Listen to the story together and discuss the illustrations. Students confirm their previous predictions. Ask them to say what they notice about the boggywooga as the story unfolds.
- On page 15, pause for students to use the beginning of the story to predict what Officer Susan will reply to Commander John.
- Students find *there* and *they're* on page 2. They notice similarities in sounds and differences in spelling.
- Go to page 6 and focus on the word *yell*. Have students identify the onset and rime. They think of other words that rhyme with *yell*. (sell, tell, well) Give them narrow strips of paper. They work with a partner to change the beginning letters to list new words. Ask: What's a great yell?

Reading the Text

- Students read for themselves and then with a reading partner. Ask: Why do you think the boggywooga got smaller? When have you been a bit scared of something but have tried it and found that it isn't so scary any more? What would you have done if a boggywooga had jumped out at you?

After Reading

- Have students retell the story in their own words. Ask them what they would say instead of “*Try this for size.*” (page 7) Would you say, “Take this!” “Get a load of this!” or “How about this?”
- On page 8, focus on z at the beginning of *zap* and *zonk*. Students practise formation of the letter and write other words (including invented ones) beginning with z.
- Go to page 11 and focus on *small*. Students listen and suggest other words in the -all word family. They find out how many -all words they can make. Have students use the pen tool to underline all the words in the story with the word *small* in them. Ask: What does smaller mean? What happens when you add -er to a describing word? (becomes a comparative)
- Go to page 16 and listen to *laughed*. Ask: What letters do you expect to see in this word? Have students work together to write other words in which gh is pronounced as /f/. (enough, tough, rough, cough)

Writing

- Students think about when the story is taking place. Ask: Is the story happening in the past, present or future? Have them rewrite the story in the present tense. The spaceship lands on the purple planet. “We aren't getting out,” says Commander John.
- Students write words from the story on a graffiti chart. Have them write words they remember, put a line under parts that don't look right and check in the book for the spelling. They use the words to write their own stories about boggywoogas.
- Students draw and write what happened at the beginning, middle and end of the story on charts. Develop their ideas to make a wall display.
- Work together to transform some sentences, for example, An amazing (wonderful, marvellous, incredible, surprising, strange) thing happened to the boggywooga.

Home/School Link

Have students access the story at home and re-read it. They complete the interactive activities:

- Words: Match adjectives to their comparative forms
- Thinking: Answer five comprehension questions (answers below)
 1. How did Officer Susan make the boggywooga smaller?
 - A. She showed him she wasn't scared of him.
 2. What word suits Officer Susan best?
 - A. brave
 3. What word suits Commander John best?
 - A. careful
 4. What word tells about the boggywooga in this story?
 - A. bullying
 5. What is the author's message in this book?
 - A. Boggywoogas are only big if you are scared of them.
- Record: They can read the story by themselves and save it for you to listen to.



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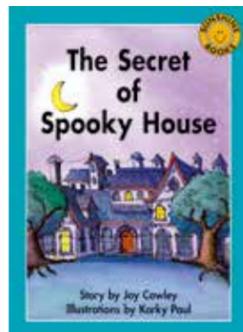
Retell the story
Identify and discuss the genre of the story

High-frequency words

because, began, can't, even, every, find, know, never, would, wrong

Writing

Rewrite the story with new secrets the family might have



A monster child insists on popcorn for dinner. Her parents find that they like it too.

Before Reading

- Students use their knowledge of high-frequency words and familiar letter and sound patterns in words to work out the title. Ask: What do these words mean? What is the secret of Spooky House? Can you find any clues about the secret in the cover and title page illustrations?

Reading the Text

- Students read the story with a partner to answer these questions. For help they can tap on the text to hear it read.

After Reading

- Explore the meaning of events, words and phrases in the story. Ask: What gives us the idea that page 2 of the story was taking place in the evening? What does having supper mean? What do you say in your house? What word tells us that the Monster child was out of control? What does "making my blood curdle" mean? What things curdle?
- Students listen to *come* (page 12) and *came* (page 14). Ask: What are the sounds you hear? What letters would you use to show those sounds? Students listen to some and same and write the words.
- Focus on the sounds in *want* (page 5) and *went* (page 6). Have students tell the difference. They identify the different medial sounds and name the letters that make them. They suggest other words that have the same /o/ sound as in *want* (was, wand, what, cough, wash, job, dog), and talk about the different spellings.
- Look through the illustrations together to retell the story. Students respond to questions and talk about events and discoveries they have made. Ask: What was the first thing that happened? What then? (and so on.) What did you think when that happened? What was the secret? Why was it a secret? What did Mr and Mrs Monster do to try to get their child's mind off popcorn? What would you have done? What did Mr Monster do to keep the secret? Do you think the neighbours ever found out? Why? Why not?



- Have students identify the genre. Ask: What sort of story would you say this is? A humorous story? A mystery? What does "Dig your fangs into this!" mean? What would you say? How did you read the words that name sounds? (pages 12, 14) Students read out loud to give examples.
- Work together to explore the sounds and letters in *know* (page 8). Ask: What sounds can you hear? What letters are used to show those sounds? What happens when we take away the letter k?
- Students underline words with the pen tool that start with letter blends. Have them think of other words that start the same way. (*screamed, blood, fried, drink, strange*)

Writing

- Rewrite the sentence on page 10. *The man in the shop didn't have popcorn, but he did have corn to pop.* Students make new sentences using compound words. The man in the shop didn't have silverfish, but he did have fish that were silver; didn't have bumblebees, but he did have bees that could bumble; didn't have butterflies, but he did have flies made of butter.
- Students rewrite the story about what other secrets the family in the spooky house might have and illustrate it.
- Students write a Monster Meal Calendar for a week to show what the Monster Family might eat each night. (ground grasshopper soup and fried frog flippers with slug sauce)

Home/School Link

Have students access the story at home and re-read it. They complete the interactive activities:

- Words: Letter blends
- Thinking: Answer five comprehension questions (answers below)
 1. Select the word that means lots of shouting and yelling.
tantrum
 2. Why did Mr Monster put on dark glasses, a big cloak and a hat?
B. He didn't want the man in the shop to know who he was.
 3. Why didn't Mrs Monster want to give popcorn to the Monster child?
A. Monsters don't eat popcorn.
 4. How did Mr Monster go home?
tip-toed
 5. What was the secret of Spooky House?
B. The monsters ate popcorn every night.
- Record: They can read the story by themselves and save it for you to listen to.



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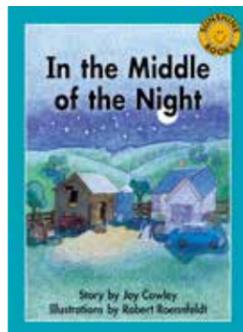
Identify the characters' feelings from illustrations and text

High-frequency words

against, behind, fifth, first, fourth, middle, once, quickly, second, third

Writing

Rewrite the story from the dog's point of view



One night five farmers think they see a monster in the shed.

Before Reading

- Students look at the illustrations on the cover and title page. They read the title of the story and make guesses about what might happen.
- Talk through the illustrations. Ask: How do you think this story will end? Have students listen to the story with a partner and retell it in their own words.

Reading the Text

- Read the story together. Ask students to identify what happens in each paragraph.

After Reading

- Focus on mood. Ask: How does each farmer increase the tension in the story? Which character behaves differently? What does he do? What things in the illustrations give us ideas about the characters' feelings? What words give us ideas about the characters' feelings? How would you read those parts?
- Have students use the text and illustrations to construct a sequence chart. They match sentences that describe events to relevant parts of the sequence chart and form a wall display.
- Say the word *quiet* and *quickly*. Ask: What letters would you use to show the sounds in *quiet* and *quickly*? Have students find the words in the context of the story (pages 2 and 10) and check their guess. They write the words and suggest other words that begin with the same letter blend. (queen, quilt, quick)
- Students find words in the text that end with -ed. (*howled, bashed, tiptoed, jumped, shouted, attacked, landed, dressed, grabbed*) Work together to identify the base words. Explore how some words change before adding the -ed ending (*grabbed*).
- Have students work through the text finding sentences with commas. They practise reading the sentences with expression. Ask: How do you think the author wants us to read this sentence? Why? Why has she used a comma? How would you read this sentence?



Writing

- Students write sentences about events in the story, using punctuation to help the reader know where to pause and how to read them.
- Students rewrite the story from the old dog's point of view.
I was thirsty. I had a drink from the watering can.
My head got stuck. I howled and bashed.
The fifth farmer came to get me. The farmers had their clothes on backwards.
Poor old things! They looked scared. We drove away fast.

Home/School Link

Have students access the story at home and re-read it. They complete the interactive activities:

- Words: Letter blends
- Thinking: Answer five comprehension questions (answers below)
 1. Why did the old dog put her head inside the watering can?
B. She was thirsty.
 2. Why did the farmers put their clothes on backwards?
A. They dressed too quickly.
 3. What word tells how the first farmer got the keys?
grabbed
 4. What sort of person was the fifth farmer?
C. He was brave and kind to animals.
 5. What were the feelings of the farmers in the story?
B. They were surprised and scared.
- Record: They can read the story by themselves and save it for you to listen to.

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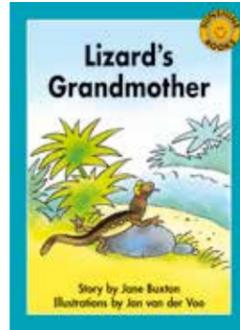
Demonstrate understanding of the central message in the story
Recognise the genre called fables

High-frequency words

again, always, closer, herself, mine, much, never, sometimes, together, yourself

Writing

Rewrite the story in a comic strip format using speech bubbles for direct speech



Lizard loved to play tricks on the other animals, but they got tired of her pranks and decided to trick her instead.

Before Reading

- Look at the cover. Ask: What sort of creature is that? Ask if anyone can work out the title of the book. Read the names of the author and illustrator.
- Go to pages 2–3. Ask: What can you see in the illustration? Who do you think has played the trick on the giraffe and zebra? How do you know? Have students read or listen to the text and discuss. Talk about any words students may have been stuck on and how they might work out the words.
- Go to pages 4–5. Ask: What is happening in this picture? Have students read the text individually and then check for understanding. Ask: How did the animals describe Lizard's grandmother? What do you think the animal really is?
- Go to page 8. Highlight the word *called* using the pen tool. Students find other words in the story with double letters that end in -ed. (*pulled, stopped*)

Reading the Text

- Talk through the illustrations and have students read the text individually and then ask questions. For help, they can tap on the text to hear it read.
- Talk about practical jokes – which are funny and which are mean or dangerous.
- During a close reading of the story, students identify passages of direct speech. Encourage them to read aloud the words spoken. Spend time clearing up any confusion about which words are part of the direct speech. They can reproduce the direct speech in speech bubbles using the white text box.
- Have students reread the story with each other and by themselves, several times. In subsequent sessions students could take turns at being narrators and the animal characters.

After Reading

- Discuss the fable genre. Have students brainstorm what fables are about. (A fable is a story where the characters learn a moral lesson.) Record their responses. Allow time for discussion. Focus on and discuss how Lizard's behaviour changed when she learnt her lesson. Focus on the concept of writing to convey a message or a lesson of some sort. Ask: What is the message in the story? What is the author trying to tell the reader? Record their responses.
- Highlight the word *tricks* on page 2 and encourage students to “get their mouths ready” to say tr-. Have them suggest other words beginning with the same sound.
- Students find words in the story beginning with gr- (*grandmother*), cr- (*crocodile*) and br- (*brown*). They circle these with the pen tool.
- Talk about how the illustrator gives clues to the action in the story. Have students look closely at the illustrations in the story and identify the emotions shown on the characters' faces.

Writing

- Students retell the story in comic-strip format. They collect examples of comic-strip stories as a model for their retelling. Together list the most common features of the genre and draft a simple layout to help planning. Students brainstorm which parts of the story to portray. They publish and share their finished work.

Home/School Link

Have students access the story at home and re-read it. They complete the interactive activities:

- Words: Words ending in -ed
- Thinking: Answer five comprehension questions (answers below)
 1. What trick did Lizard play on Giraffe and Zebra?
 - A. She tied their tails together.
 2. Which of these sentences is not correct?
 - B. Lizard and Crocodile both have lots of teeth.
 3. Why did the animals play a trick on Lizard?
 - C. They were tired of Lizard's tricks.
 4. Why did Crocodile ask Lizard to come closer?
 - C. She wanted to eat Lizard.
 5. Why did the animals ask Lizard how her grandmother was?
 - B. They wanted Lizard to remember her promise not to play tricks on them.
 - Record: They can read the story by themselves and save it for you to listen to.

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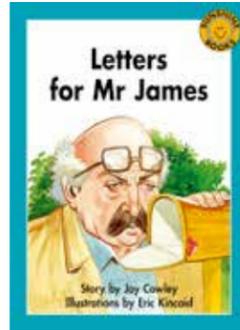
Focus on structure and sequence of the story
 Predict and confirm events in the story

High-frequency words

about, can't, come, from, going, Mr, never, today, where, your

Writing

Write letters



The children send letters to Mr James to cheer him up.

Before Reading

- Read the title. Look at the cover illustration to say how they think the story will begin. Ask: What do you think might happen? Students look at the title page, link it to the message on the cover illustration and predict what will happen next. Encourage them to use detail in illustrations to predict and confirm events in the story.
- Ask students to focus on the plot as they listen to the story. They are learning to listen for detail about what is happening in the story. Ask questions about each page. For example, on page 2, why did Mr James say “Never! Never! Never!”?
- Discuss with students the reasons people write letters or emails.

Reading the Text

- Have students read the story. Ask questions about the punctuation and have students apply the answers to the way the story is read.

After Reading

- Students find opposites (antonyms) in the story. (*big/little, fat/thin, to/from, man/woman*)
- Have students find words in the story that have two different meanings (*letters*). Ask: What does *letters* mean in the story? What else could *letters* mean? Students suggest other words that sound the same but have different meanings. They write them in a word bank and illustrate where possible. (*knows/nose, flew/flu, way/weigh*)

Writing

- Have students construct their own version of the story. They work together to write an outline. Have them notice the repetition of someone telling someone else.
- They use arrows and labels to summarise the order. Then they rewrite the story using what they know about events in mind map form.
- Students write a letter to Mr James or someone in the community who they think would like a letter.
- Students write a letter to a friend or someone in their family. Remind them that sometimes we write letters to show people we care, to thank people for helping or to share information. They can write letters to children in another school. They could become penpals or exchange letters between classes in their own school. Set up a post box to send and receive these.

Home/School Link

Have students access the story at home and re-read it. They complete the interactive activities:

- Words: Match words that are opposites
- Thinking: Answer five comprehension questions (answers below)
 1. What is the main idea of the story?
C. People are kind to other people in their town.
 2. What does a postie do?
A. brings letters
 3. How does the woman from the bank feel?
sorry
 4. Find the words that are a question.
“Where did they all come from?”
 5. Find the words that show Mr James was happy.
“They are for me!”
- Record: They can read the story by themselves and save it for you to listen to.

GOALS
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Understand syllables and how they help us read

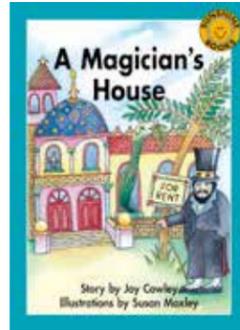
Distinguish between shades of meaning to do with the level of surprise

High-frequency words

always, around, full, little, middle, need, never, other, something, which

Writing

Write a report on their favourite page in the book



If you ever rent a magician's house, you'll get lots of surprises.

Before Reading

- Look at the cover and title page illustrations. Ask: Who is the person? What does the sign say? (Discuss the meaning of rent.) Read the title together. Discuss the use of the apostrophe for possession.
- Read page 3 to the class, then walk through the illustrations, asking students to look for the surprises. Continue reading the story in an entertaining way. Ask them to comment on the house and what they liked best or disliked most.

Reading the Text

- Read the story together focussing on whether the surprises are little or big. Ask: How surprised would you be on each page? Rate or rank the words in order of the level of surprise. (surprised, very surprised, amazed, shocked, blown away, pleased) Add more to the list and present them in order on a time line. Draw or label them with the thing that surprises on each page to match the level of surprise
- Have students reread the story to a partner in an enthusiastic manner.

After Reading

- Have students find compound words in the story and discuss their meaning. (*sometimes, something, popcorn, lighthouse*)
- Together choose words to clap and count the syllables of. (*bront/o/saur/us (4), mag/ic/ian (3), nev/er (2), sham/poo (2), house (1)*)
- Have students scan the text for opposites or antonyms and list them. (*little/big; always/never*)

Writing

- Students rewrite the story using a different magic, such as a magician's car, truck, plane or caravan. They design and draw it with lots of new tricks or surprises.
- Students write a story about their experience with a magician. They write instructions about how to do a trick or joke.
- Have students write about the page they liked most in the book. They write what happens and why they liked it.

Home/School Link

Have students access the story at home and re-read it. They complete the interactive activities:

- Words: Match the words that are the same
- Thinking: Answer five comprehension questions (answers below)
 1. What is the main idea of the story?
A. A magician's house is full of surprises.
 2. What comes out of the fridge?
C. popcorn
 3. What word tells that the family does not own the house?
rent
 4. Which tap is the chocolate milk coming out of?
A. the one near the girl
 5. Where was the house sitting at the end of the story?
on top of a lighthouse
- Record: They can read the story by themselves and save it for you to listen to.

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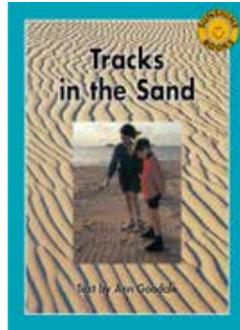
Understand how a nonfiction text is organised around one concept

High-frequency words

across, around, because, best, closely, everywhere, guess, keep, nearby, often

Writing

Write a personal narrative about tracks they have seen



All creatures leave tracks. Find out what they look like.

Before Reading

- Look at the photographs on the cover and title page. Students suggest what the title might be. Read the title together.
- Students skim the contents page to get an idea of what will be in the book. They decide whether this is a fiction or a nonfiction book. Ask: What tells you? Students listen to the text. On pages 22-23 they match the tracks.

Reading the Text

- Read the text together. Students choose one item from the index to read the pages to a partner then retell to the class.

After Reading

- Have students look for words starting with letter blends. If using the online text, they can use the pen tool to circle these.
- Students find compound words in the text. They say the words and discuss their meaning as single words and compound words. (*everywhere, afternoon, nearby, footprints, tailprints, longhorn*)
- Students clap and say words to count the syllables. (*e/nor/mous* (3), *dis/a/ppear/ing* (4), *criss/cross* (2), *track* (1)) They write lists with a partner.
- Students choose a heading and reread one section of the text to a partner. They summarize what they read with a main idea and supporting ideas or facts.

Writing

- Students make a five-column table showing which animals' tracks come under the categories Hooves, Paws, Reptiles, Tiny tracks, Birds' track. They illustrate where possible.
- Students write a story about going tracking or about tracks they may have seen while out walking somewhere, at the beach or in the forest. This can be a true story or a made-up story called "Whose Tracks Are These?"

Home/School Link

Have students access the story at home and re-read it. They complete the interactive activities:

- Words: Match words that begin with the same letter blend
- Thinking: Answer five comprehension questions (answers below)
 1. What animal made these tracks?
C. fox
 2. What animal made these tracks?
C. hermit crab
 3. Why does the green turtle make tracks in the sand?
B. to lay eggs on the beach
 4. What do cows make tracks with?
hooves
 5. Why are camel tracks hard to see?
a camel's hooves don't sink very far into the sand.
- Record: They can read the story by themselves and save it for you to listen to.

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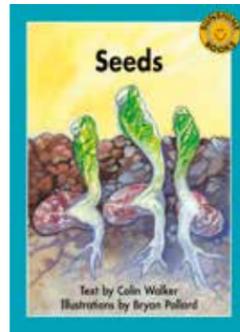
Use text access features

High-frequency words

another, downwards, grow, inside, need, ready, soon, still, them, upwards

Writing

Write captions to illustrations in the text



How seeds develop and grow.

Before Reading

- Ask students what they know about seeds. Ask: Where do seeds come from? Where do plant shops get their seeds? What is inside a seed? Do all seeds grow at the same time?
- Have students read the contents page and choose one entry to read to a partner. They retell the content they chose to the class. Talk about the headings and why they are there.
- Discuss how you can read nonfiction. You can read a chapter or a page at a time, not necessarily in order.

Reading the Text

- Read the text together.

After Reading

- Have students choose words from the index and read the pages related to the entry, for example, find the pages relating to seeds and read them.
- Students create a chart with three headings: Plant, Seed, What it Looks Like. They include the plants from the book and then brainstorm any other plants they know and where their seeds are found with a description of them.
- Students find words in the book that rhyme with *seed*, *upwards*, *roots*. (*need*, *downwards*, *shoots*)

Writing

- Students draw a mural of seeds and plants. They write labels for their illustrations.
 - Here is a sunflower seed.
 - Here is a sunflower seed growing.
 - Here is the sunflower.
 - Here are the new sunflower seeds.
- Have students write messages from the roots to the leaves, from the leaves to the roots and from the flowers to everything and illustrate these.
- Students draw a seed growing from a worm's-eye view. They label the parts.
- Students work in pairs to compare the way radishes, beans and corn grow. They prepare a chart or other graphic organiser showing the differences. (time it takes to grow, size of plants, size of seed)
- Students choose an illustration from the book and write a caption for it.

Home/School Link

Have students access the story at home and re-read it. They complete the interactive activities:

- Words: Match the words that rhyme
- Thinking: Answer five comprehension questions (answers below)
 1. Which seeds are the biggest of these three?
 - A. bean
 - B. sunflower
 - C. from water and the soil
 2. Where do seeds get their food?
 - A. from water and the soil
 - B. pollen
 - C. from water and the soil
 3. What do seeds need to become ripe?
 - A. pollen
 - B. germinating.
 - C. leaves and their roots.
 4. What are seeds doing when they start to grow upwards and downwards?
 - A. germinating.
 - B. leaves and their roots.
 - C. leaves and their roots.
 5. Find the words that tell what the seeds use to breathe.
 - A. leaves and their roots.
 - B. leaves and their roots.
 - C. leaves and their roots.
- Record: They can read the story by themselves and save it for you to listen to.

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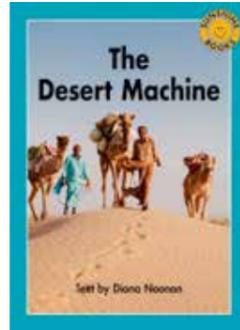
Recognise and understand the use of headings

High-frequency words

cannot, give, little, live, make, most, other, very, where, without

Writing

Students find three facts from the text and rewrite in their own words



Find out how the camel has adapted to deserts.

Before Reading

- Introduce the text by talking about what students know about camels. Ask: What is special about a camel? Where would you expect to find camels? Has anyone ever seen a real camel? What was it doing?
- Have students look at the cover. Ask: What can you see in the photograph? What sort of text do you think this is going to be? Can anyone read the title or words in the title? Read it together. Read the author's name to students.
- Turn to the title and contents page. Have students demonstrate how to use the contents page. Refer to the index on page 16.

Reading the Text

- Go to pages 2 and 3. Ask students to point to the heading on this page. Read it together. Ask: What can you see in the photographs? Refer to the captions under the photographs and discuss how they provide an explanation about what is in the photo. Ask students to find the word *survive*. Talk about what the word means. Ask them to read the second paragraph and then question for understanding. Read to the group if necessary.
- On pages 4 and 5, ask students to read the caption under the drawing to find out how many humps a Bactrian camel has.
- On pages 6 and 7, read the heading together. Students read the text and find out how many litres of water a camel can drink at one time.
- On pages 8 and 9, students read the text themselves and then discuss any words they had difficulty with.
- On pages 10 and 11, students read the text, discuss and then read the labels on the diagram.
- On pages 12 and 13 students read the caption to find out when the camels can help people. Discuss.
- Students read the text independently. Provide support where needed.

After Reading

- Have students find and discuss -ing words. They list them with their present tense form.

Writing

- Have students find three facts about camels in the book and write them in their own words.
- Students write a caption for the picture on page 6.
- Have students choose one heading from the contents page. They read the pages and summarise the topic in chart form.
- Students write a paragraph about why you think the book is called *The Desert Machine*. They illustrate their paragraph and label it.

Home/School Link

Have students access the story at home and re-read it. They complete the interactive activities:

- Words: Match verbs with their -ing form
- Thinking: Answer five comprehension questions (answers below)
 1. How can you tell a Bactrian camel?
B. It has two humps on its back.
 2. Where do camels live?
C. in the desert
 3. Why does a camel “zip-up”?
B. to keep out the sand
 4. What is in the camel's hump?
fat
 5. Why can camels walk on sand without sinking?
Its wide, padded feet spread its weight.
- Record: They can read the story by themselves and save it for you to listen to.

GOALS
Comprehension

Identify text access features in a nonfiction text

High-frequency words

each, live, make, most, must, other, special, stop, these, together

Writing

Write a recount of a bee sting they or someone else received



Find out all about honeybees.

Before Reading

- Look at the cover and ask students what they know about bees – where they live, what they do, and how they organise themselves.
- Listen to the text together. Ask: What do you need to do to listen to stories properly? How important is it to listen well? What can you do to make yourself a good listener?

Reading the Text

- Read the story together and ask students what new things they learnt on this second read.
- Talk about nonfiction books. Ask: What is different about them? Is it the way they are written, the illustrations, the way information is presented? Are they all the same even when the subject is different?
- What non-fiction features does this book have? (Contents page, Headings, captions, index). Have students find these features and discuss their purpose and how they help with understanding the text.

After Reading

- Have students summarise the chapter “Family of Bees” on pages 4-11 in a “herringbone” organiser with the main idea in the centre and the supporting ideas and facts in the ribs.
- Discuss how the bee is an insect and how there are many insects. Ask: What is an insect? What other social insects might you see every day? (ants)
- Focus on page 16. Together discuss how people make themselves safe when working with bees. Show this in a problem/solution chart.
- Students look for compound words in the text. (*honeybees, beekeeper, beehive, honeycomb*) They circle the two words using the pen tool. They say the words and discuss the meaning of the single words and the compound word.

Writing

- Students make a list of the important facts in the text. They can use this list to write their own personal “Did You Know?” section using pages 20-21 as a guide.
- Have students write a short story about when they were stung by a bee or someone they were with was stung. What did they do? What happened to the bee? Did it hurt? Were they afraid? Is there a way to avoid being stung? What can be used to soothe the pain?
- Students find an illustration in the text without a caption and write one for it.
- Students research and write about the uses of honey. Brainstorm a mind map together. This can be expanded into an informational text.

Home/School Link

Have students access the story at home and re-read it. They complete the interactive activities:

- Words: Make compound words
- Thinking: Answer five comprehension questions (answers below)
 1. How do bees know their family?
C. by smell
 2. Which is the most important bee in the hive?
B. the queen
 3. What do the larvae eat?
B. pollen and honey
 4. Where does the nectar come from?
flowers
 5. Who like to eat honey?
B. bears, bees and people
- Record: They can read the story by themselves and save it for you to listen to.