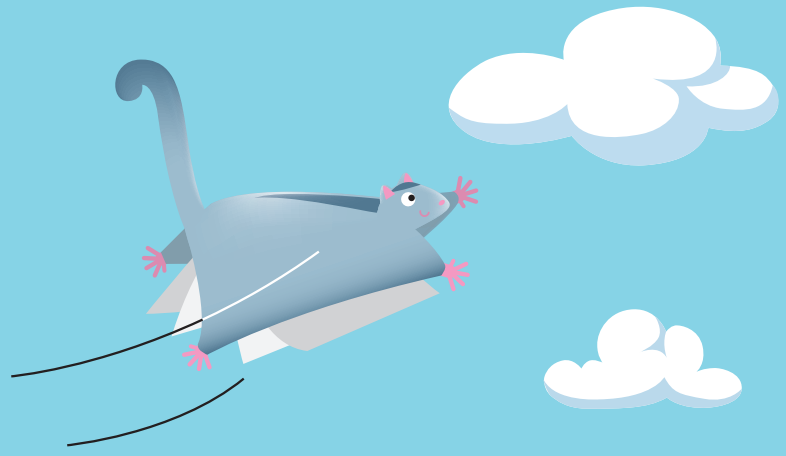


INTRODUCING

OXFORD READING FOR COMPREHENSION



A new, systematic approach for the explicit teaching of comprehension strategies for Years F–3, this comprehensive program offers teachers support in helping students achieve comprehension success from day one. Learn more at oup.com.au/orfc

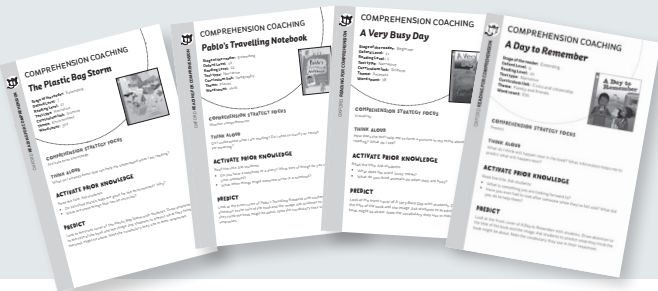
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- Incorporates the latest *Oxford Wordlist*
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**40 NEW
TITLES**

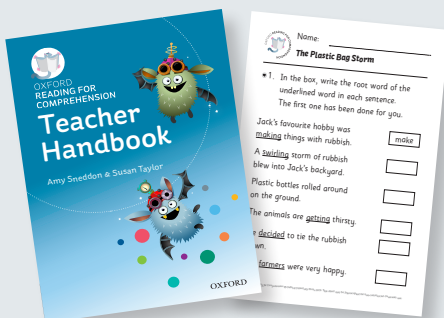
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Comprehension Coaching Cards for all 290 texts to support teachers to explicitly teach and model comprehension strategies.



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eBooks and after-reading quizzes will be available on *Oxford Reading Buddy*.

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OXFORD

Take a look inside ...

In this pack you'll find the internal pages and Comprehension Coaching Cards for five of our new *Oxford Reading for Comprehension* stories publishing for Term 1, 2020.



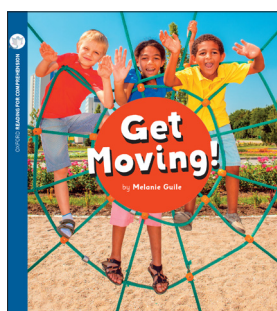
Title: *A Happy Place*
Oxford Level: 3
Reading Level: 3
This title is available as a pack of 6:
ISBN 9780190319427



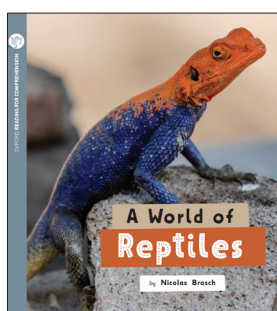
Title: *Mai is Shy*
Oxford Level: 5
Reading Level: 13
This title is available as a pack of 6:
ISBN 9780190319700



Title: *Waste Free Lunches*
Oxford Level: 7
Reading Level: 17
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Title: *A World of Reptiles*
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Reading Level: 26
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A Happy Place © Oxford University Press 2020



A Happy Place © Oxford University Press 2020



A Happy Place © Oxford University Press 2020

What can you do at the park?

You can help at the park.



6

You can plant trees at the park.



7

A Happy Place © Oxford University Press 2020

Where is your happy place?



8

A Happy Place © Oxford University Press 2020

Inside cover:

A Happy Place

FOR PARENTS

Find a quiet, comfortable space to spend this special reading time together. Use the following prompts to help guide your child.

ACTIVATE

See what your child already knows with these questions:

- What does 'happy' mean?
- When do you feel happy?

PREDICT

Look at the front cover of *A Happy Place*. Draw attention to the title of the book and the illustration. Ask your child what they think the book might be about.

READ

Ask your child to read the book aloud at their own pace. Notice the following:

- Are they turning the pages front to back and reading from left to right? Help them with these concepts if needed.
- If they stumble on a word, encourage them to look for clues in the illustrations, from the surrounding words, from the overall meaning of the text.
- Encourage them to apply their phonics (sounds) skills to break down the word.

READING FOR MEANING

Now ask your child to read the book aloud again. This time pause to ask the following comprehension questions:

- Pages 2–3: What is the 'happy place' in this book?
- Page 3: What does the word 'tall' mean?
- Page 4: What do you think the author wants you to think about on this page?
- Page 6: What other ways can you think of to help at the park?
- End-of-book: Retell, in the order they appear in the book, all the things you can do at the park.

AFTER READING

If your school has subscribed to Oxford Reading Buddy, complete the quiz online!
www.oxfordreadingbuddy.com



Stage of the reader: Emergent
Oxford Level: 3
Reading Level: 3

Text type: Description
Curriculum link: Geography
Theme: Places
Word count: 63



Words from the Oxford Wordlist appear in this book. We recommend students become familiar with these words to aid their reading fluency and comprehension.

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NON-FICTION
PLACES

OXFORD LEVEL 3
READING LEVEL 3

Supporting resources for *A Happy Place*
authored by Erin Ward
ISBN for *A Happy Place*: 9780190319410
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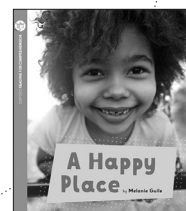


OXFORD READING FOR COMPREHENSION

COMPREHENSION COACHING

A Happy Place

Stage of the reader: Emergent
Oxford Level: 3
Reading Level: 3
Text type: Description
Curriculum link: Geography
Theme: Places
Word count: 63



COMPREHENSION STRATEGY FOCUS

Ask questions

THINK ALOUD

What question can I ask that will help me understand this part of the text better?

ACTIVATE PRIOR KNOWLEDGE

Read the title. Ask students:

- What do you think a 'happy place' is?
- What is a place that makes you happy?

PREDICT

Look at the front cover of *A Happy Place* with students. Draw attention to the title of the book and the image. Ask students to predict what they think the book might be about. Note the vocabulary they use in their responses.

A Happy Place © Oxford University Press 2020

Comprehension Coaching Cards:



COMPREHENSION COACHING

Use the questions below during your guided reading session to develop students' strategies for comprehension, based on the Comprehension Skills Framework.

MONITOR COMPREHENSION DURING READING

Pages 2–3

- Would you like to play at this playground? Why or why not?
- What other words could you use to describe the trees on page 3?

Pages 4–5

- What are two things you can do at the park?
- What is the first thing to do at the park that is shown in this book?
- How do you think the girl on the slide feels? Why do you think this?

Pages 6–7

- What does the word 'help' mean?
- How is the girl helping at the park?
- What can you plant at the park?

Page 8

- Where do you think this girl's happy place is? Why do you think this?
- Why do you think the author asked a question on this page?

End-of-book

- Is this a fiction or non-fiction book? How do you know?

• Finding information

• Making connections and inferences

• Understanding vocabulary

• Understanding structure and organisation

• Appreciating the author's toolkit

PRACTICAL ACTIVITY

This suggested productive task synthesises what students have experienced and understood from reading this text.

Have students play a game of 'The Never-ending List'. Students should work in pairs, taking turns to list things they can do at the park. They should keep going until they can't think of any more things to do. The last person to come up with an answer is the winner.

MONITOR COMPREHENSION AFTER READING

Ask students to complete the Comprehension Activity Sheet that accompanies this text to monitor their development of comprehension skills. The Comprehension Activity Sheet for this text can be found on Oxford Owl.

Refer to the Comprehension Skills Framework in the Teacher Handbook accompanying this series for additional guidance.

www.oxfordowl.com.au

Track and monitor students' comprehension progress



www.oxfordreadingbuddy.com

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- comprehension quiz for each student book
- comprehension coaching and a wealth of reading practice
- tools to diagnose, track and monitor student progress.



Mai is Shy © Oxford University Press 2020



Mai is Shy © Oxford University Press 2020



Mai is Shy © Oxford University Press 2020

Mai thought the game looked fun.
She did want to play, but instead
she blushed and shook her head.
She still felt shy.

"Why doesn't Mai want to play with us?"
asked Lucy.

Samir shrugged. "I don't know," he said.

"Maybe she doesn't like our game,"
suggested Harry.



Mai is Shy © Oxford University Press 2020

The next day at lunchtime, Lucy, Samir
and Harry played their game.
They didn't ask Mai to play.
Mai felt lonely.

Mrs Ali saw Mai sitting by herself.
She could tell something was wrong.



Mai is Shy © Oxford University Press 2020

"What's the matter, Mai?" asked Mrs Ali.
"Don't you want to play with the others?"

"I do," said Mai, "but ..."



Mai is Shy © Oxford University Press 2020

"I don't know the rules," Mai admitted.
"And I'm too shy to ask how to play."



12

"It's OK to be shy," said Mrs Ali.
"Being new can be scary.
I'm sure they'll teach you the rules
if you ask, though."



13

Mai is Shy © Oxford University Press 2020

Mai didn't want to feel lonely any more.
She took a deep breath and tried
to be brave.



14

"I don't know how to play," Mai said
to the others.
"Would you show me?"

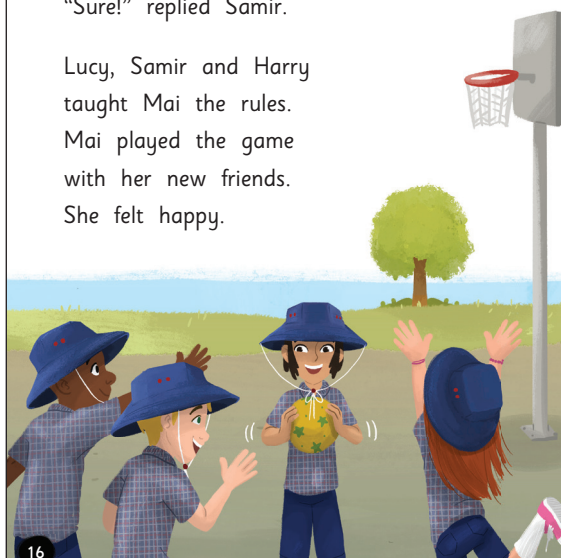


15

Mai is Shy © Oxford University Press 2020

"Sure!" replied Samir.

Lucy, Samir and Harry
taught Mai the rules.
Mai played the game
with her new friends.
She felt happy.



16

Mai is Shy © Oxford University Press 2020

Inside cover:

Mai Is Shy

FOR PARENTS

Find a quiet, comfortable space to spend this special reading time together. Use the following prompts to help guide your child.

ACTIVATE

See what your child already knows with these questions:

- What makes you feel shy?
- What are some ways you can think of to overcome shyness?

PREDICT

Look at the front cover of *Mai Is Shy*. Draw attention to the title of the book and the illustration. Ask your child what they think the book might be about.

READ

Ask your child to read the book aloud at their own pace. Notice the following:

- Are they turning the pages front to back and reading from left to right? Help them with these concepts if needed.
- If they stumble on a word, encourage them to look for clues in the illustrations, from the surrounding words, from the overall meaning of the text.
- Encourage them to apply their phonics (sounds) skills to break down the word.

READING FOR MEANING

As your child reads the book, pause to ask the following comprehension questions:

- Pages 2–3: Do you think Mai's new classmates will be nice to her? Why do you think this?
- Page 6: What did Mai do after Samir asked her to play?
- Page 12: What does the word 'admitted' mean?
- Page 15: What did Mai ask the other children to show her?
- Page 16: Why has the author used an exclamation mark on this page?

AFTER READING

If your school has subscribed to Oxford Reading Buddy, complete the quiz online!
www.oxfordreadingbuddy.com



Stage of the reader: Transitional
Oxford Level: 5
Reading Level: 13

Text type: Narrative
Curriculum link: Health and PE
Theme: Family and friends
Word count: 267



Words from the Oxford Wordlist appear in this book. We recommend students become familiar with these words to aid their reading fluency and comprehension.

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ISBN 9780190319694

Written by Holly Harper

Illustrations by Fatima Anaya

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FICTION
FAMILY AND FRIENDS
OXFORD LEVEL 5
READING LEVEL 13

Supporting resources for *Mai Is Shy*
authored by Erin Ward
ISBN for *Mai Is Shy*: 9780190319694
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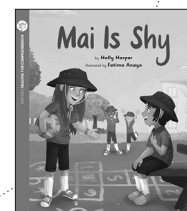


OXFORD READING FOR COMPREHENSION

COMPREHENSION COACHING

Mai Is Shy

Stage of the reader: Transitional
Oxford Level: 5
Reading Level: 13
Text type: Narrative
Curriculum link: Health and PE
Theme: Family and friends
Word count: 267



COMPREHENSION STRATEGY FOCUS

Predict

THINK ALOUD

What do I think will happen next in the book? What information helps me to predict what will happen next?

ACTIVATE PRIOR KNOWLEDGE

Read the title. Ask students:

- What does it mean to be shy?
- What are some ways you can tell if someone is shy?

PREDICT

Look at the front cover of *Mai Is Shy* with students. Draw attention to the title of the book and the image. Ask students to predict what they think the book might be about. Note the vocabulary they use in their responses.

Mai is Shy © Oxford University Press 2020

Comprehension Coaching Cards:



COMPREHENSION COACHING

Use the questions below during your guided reading session to develop students' strategies for comprehension, based on the Comprehension Skills Framework.

MONITOR COMPREHENSION DURING READING

Pages 2–3

- 🔍 What is the name of Mai's new teacher?
- 📊 What did Mai's dad say after her teacher said 'Hello, Mai'?
- 💬 What does the word 'blushed' mean?

Pages 4–5

- 🔍 Who asked Mai to join in the game?
- 👥 Do you think Mai's new classmates are friendly? Why or why not?

Pages 6–7

- 🔍 Why didn't Mai join the game when she was asked?
- 💬 What does the word 'shrugged' mean?

Pages 8–9

- 💬 What does it mean to feel 'lonely'?
- 🔍 What is Mai doing while the other children play the game?
- 👥 What do you think Mrs Ali might do? Why do you think this?

Page 14

- 📖 Why do you think the author has used the phrase 'took a deep breath' on this page? What does it tell you about Mai?

End-of-book

- 📊 Retell, in the correct order, the main events of this story.

🔍 Finding information

👥 Making connections and inferences

💬 Understanding vocabulary

📊 Understanding structure and organisation

📖 Appreciating the author's toolkit

PRACTICAL ACTIVITY

This suggested productive task synthesises what students have experienced and understood from reading this text.

Have students work with a partner to discuss a time when they felt shy and how they dealt with it. Ask them to make a list of some strategies they could suggest to help someone overcome their shyness.

MONITOR COMPREHENSION AFTER READING

Ask students to complete the Comprehension Activity Sheet that accompanies this text to monitor their development of comprehension skills. The Comprehension Activity Sheet for this text can be found on Oxford Owl.

Refer to the Comprehension Skills Framework in the Teacher Handbook accompanying this series for additional guidance.

www.oxfordowl.com.au

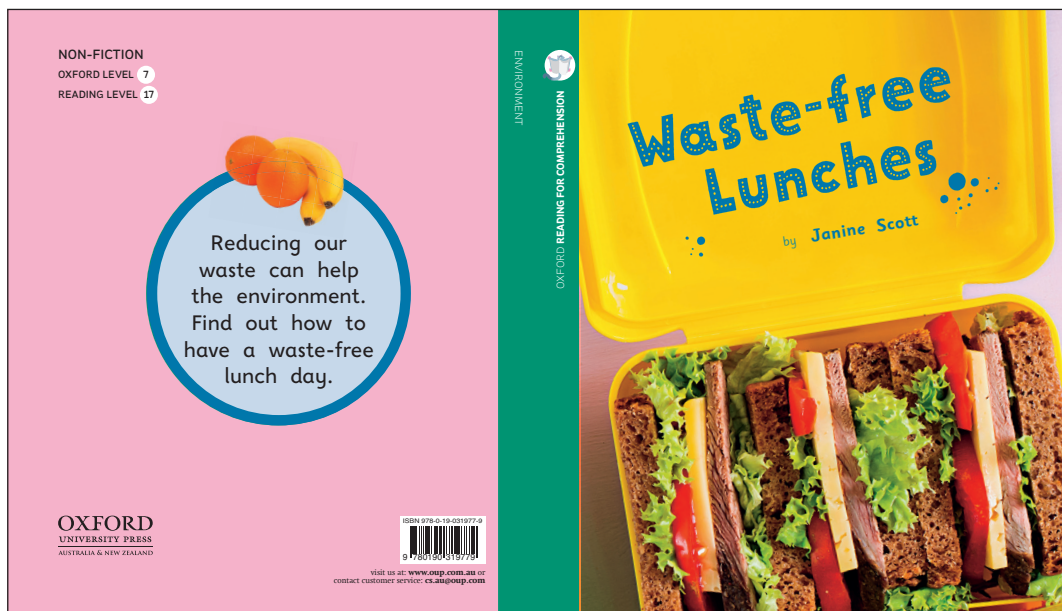
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- comprehension quiz for each student book
- comprehension coaching and a wealth of reading practice
- tools to diagnose, track and monitor student progress.



Waste-Free Lunches © Oxford University Press 2020

Waste-wise Schools

Today, many schools are waste-wise. Some have waste-free lunch days. The aim is to reduce the amount of rubbish and have **zero waste** at lunchtime. Students must not throw away plastic straws, juice cartons, packets or food scraps.

Monitors collect food scraps for the compost bin.

On waste-free days, students only bring items that can be eaten, reused or recycled.

Lunch box and fork: Reuse

Drink bottle: Reuse

Food: Eat

Apple core and banana skin: Compost

Waste-Free Lunches © Oxford University Press 2020

No Packets, Please!

Supermarkets are full of food in **packaging**. Sultanas come in cardboard boxes. Chips come in foil bags. Muesli bars come in plastic wrappers.

A washable cloth napkin can be used to wrap up food.

For a waste-free lunch, you put your food straight into your lunch box. You do not use paper, plastic wrap or foil to wrap it. You do not bring foods that are already in packaging. Food that has no packaging is often called **Nude Food**.

Fruits such as oranges and bananas have their own natural wrapping!

Waste-Free Lunches © Oxford University Press 2020

Buying in Bulk

Try not to buy food and drinks in individual packets. Instead, buy food in bulk. It helps to reduce waste.

You can buy food from bulk-bin shops. The food there has no plastic or cardboard packaging. Take your own containers to fill up in the shop.



At a bulk-bin shop you can buy as little or as much as you like.

6

For example, you could fill a large container with sultanas to buy. Take out enough sultanas for your lunch. Then, put the sultanas into your lunch box.



Bulk-bin shops sell liquid and solid foods.



7

Waste-Free Lunches © Oxford University Press 2020

A Reusable Lunch Box

What do you pack your food in for a waste-free lunch? You can use a reusable lunch box! You can take it to school and bring it home to wash and use again.



This lunchbox has different **compartments** for different foods.

Compartment

8



A metal spoon or fork is washable and reusable.



Remember to bring reusable drink containers, too.



9

Waste-Free Lunches © Oxford University Press 2020

Food In, Compost Out

'R' is for reuse, reduce and recycle. It is also for **rot**. Many schools collect food scraps at the end of lunchtime. Food monitors put the scraps in a compost bin or a worm farm. There, the food waste rots and turns into compost for the garden.

Chop up the food scraps so the worms can eat them easily.



10



Avoid putting in meat, bones and dairy products.



Paper and garden waste can be added to the food waste. For a worm farm, you need hundreds of special worms. They eat the food waste and turn it into castings. These are good for the garden.



11

Waste-Free Lunches © Oxford University Press 2020

Recycle It!

After reducing, reusing and rotting, recycling is the last option. Some food packaging can be recycled. Yoghurt containers and cardboard boxes can be recycled. This means that it will be collected and made into something else.



Recycled plastic can be used to make bottles, playgrounds and even shoes!



Plastic bottles are broken down into tiny pieces and used to make new things.



This playground is made from recycled plastic.

12

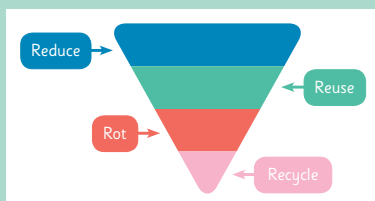
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Waste-Free Lunches © Oxford University Press 2020

Being Waste-free



Waste-wise schools reduce, reuse, rot and recycle. They reduce waste, and they reuse and recycle as many things as they can. They aim for zero waste. Waste-free lunch days are a great way for schools to reduce, reuse and recycle.



14

Glossary

compartments	sections
monitors	students who have a special job in the classroom
packaging	wrapping that is around something
rot	to break down or decay
zero waste	no rubbish at all



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zero waste.....	2-3, 14

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Inside cover:

Waste-free Lunches

FOR PARENTS

Find a quiet, comfortable space to spend this special reading time together. Use the following prompts to help guide your child.

ACTIVATE

- See what your child already knows with these questions:
- What sorts of things do you have in your lunch box?
 - What are some ways you could try to have a waste-free lunch?

PREDICT

Look at the front cover of *Waste-free Lunches*. Draw attention to the title of the book and the illustration. Ask your child what they think the book might be about.

READ

Ask your child to read the book aloud at their own pace. Notice the following:

- Are they turning the pages front to back and reading from left to right? Help them with these concepts if needed.
- If they stumble on a word, encourage them to look for clues in the illustrations, from the surrounding words, from the overall meaning of the text.
- Encourage them to apply their phonics (sounds) skills to break down the word.

READING FOR MEANING

As your child reads the book, pause to ask the following comprehension questions:

- Pages 2–3: What are the things that students must not throw away?
- Pages 4–5: Why is it important to not bring foods that are already in packaging?
- Page 8: Why do you think the author has started this page with a question?
- Pages 10–11: How do the images on these pages help you to understand composting?
- Page 14: What other words could the author have used on this page instead of 'zero waste'?

AFTER READING

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www.oxfordreadingbuddy.com



Stage of the reader: Extending
Oxford Level: 7
Reading Level: 17

Text type: Information report
Curriculum link: Geography
Theme: Environment
Word count: 398



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NON-FICTION
ENVIRONMENT
OXFORD LEVEL 7
READING LEVEL 17

Supporting resources for *Waste-free Lunches*
authored by: Charlee Patrick
ISBN for *Waste-free Lunches*: 9780190319779
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OXFORD READING FOR COMPREHENSION

COMPREHENSION COACHING Waste-free Lunches

Stage of the reader: Extending
Oxford Level: 7
Reading Level: 17
Text type: Information report
Curriculum link: Geography
Theme: Environment
Word count: 398



COMPREHENSION STRATEGY FOCUS

Determine importance

THINK ALOUD

What are the most important pieces of information in what I have read?
Why is this information important?

ACTIVATE PRIOR KNOWLEDGE

Read the title. Ask students:

- What does 'waste-free' mean?
- What are some ways you try to reduce how much rubbish you throw away?

PREDICT

Look at the front cover of *Waste-free Lunches* with students. Draw attention to the title of the book and the image. Ask students to predict what they think the book might be about. Note the vocabulary they use in their responses.

Waste-Free Lunches © Oxford University Press 2020

Comprehension Coaching Cards:



COMPREHENSION COACHING

Use the questions below during your guided reading session to develop students' strategies for comprehension, based on the Comprehension Skills Framework.

MONITOR COMPREHENSION DURING READING

Pages 2–3

- What sorts of things are students allowed to bring on waste-free lunch days?

Pages 4–5

- What is another word you could use on page 4 instead of 'packaging'?
- Why do you think it is important to reduce packaging in our lunch boxes?

Pages 6–7

- What is the difference between bulk-bin shops and regular supermarkets?

Pages 8–9

- Why has the author used an exclamation mark on page 8?
- What are some examples of reusable items?

Page 10

- What does the word 'compost' mean?

Pages 12–13

- What is the last option to reduce waste?

Page 14

- Look at the diagram. Which step do you think is most important? Why?
- Is this a fiction or non-fiction book? How do you know?
- What is the most important thing the author wants us to learn from this book?

Finding information

Making connections and inferences

Understanding vocabulary

Understanding structure and organisation

Appreciating the author's toolkit

EAL/D SUPPORT

Support your EAL/D students by clarifying the following.

- Please note that some EAL/D students may require clarification of these words: reduce, reuse, recycle.

PRACTICAL ACTIVITY

This suggested productive task synthesises what students have experienced and understood from reading this text.

Have students make a poster of all of the ways they try to reduce waste at home or at school.

MONITOR COMPREHENSION AFTER READING

Ask students to complete the Comprehension Activity Sheet that accompanies this text to monitor their development of comprehension skills. The Comprehension Activity Sheet for this text can be found on Oxford Owl.

Refer to the Comprehension Skills Framework in the Teacher Handbook accompanying this series for additional guidance.

www.oxfordowl.com.au

Track and monitor students' comprehension progress

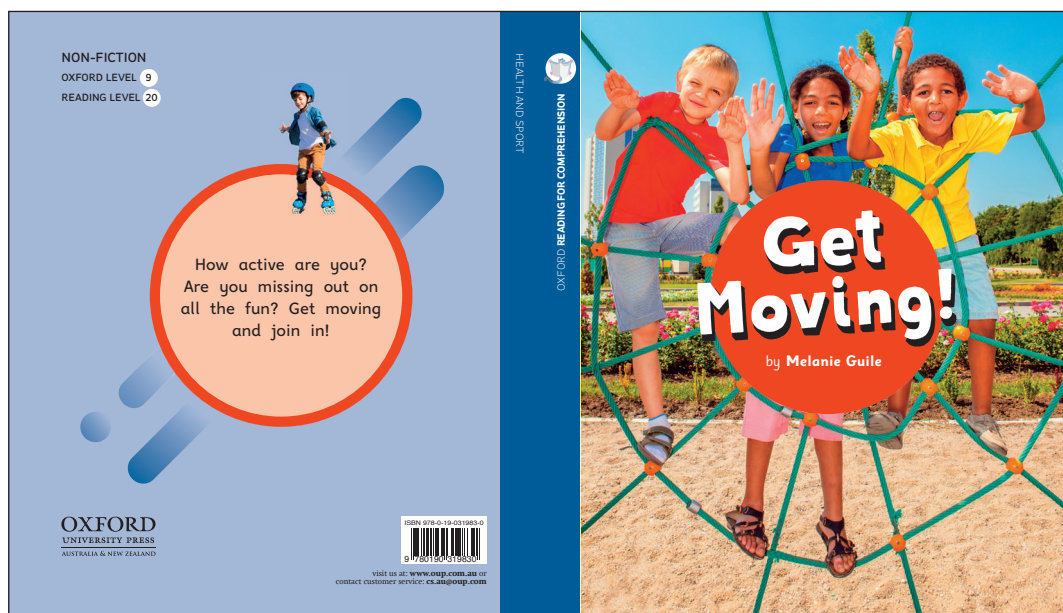


Oxford
Reading
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www.oxfordreadingbuddy.com

Additional resources available on *Oxford Reading Buddy* include:

- comprehension quiz for each student book
- comprehension coaching and a wealth of reading practice
- tools to diagnose, track and monitor student progress.




Get Moving! © Oxford University Press 2020

On the Move

How **active** are you? Did you walk to school or play outside today? It's a good idea because being active every day helps you to stay healthy.

Walking to school is an easy way to be more active and you can catch up with friends!




Did you know?
Only one Australian child in three walks to school every day.

2

Moving your body is called **physical activity**. Your mind can be active too, for example, when you read and think.

This book is about physical activity, why it's important and what you can do to be more active.

Research has found that most children do not do enough activity every day.



3

Get Moving! © Oxford University Press 2020

Active or Inactive?

Being active

You are active when you move your body about. When your whole body is moving, your heart beats faster and you breathe more quickly. You should move at a medium to fast speed. Walking quickly is good. Running is even better!



If your heart is thumping and you are puffed, it means you are active!

4

Being inactive

You are **inactive** when you do not move your body. If you are sitting or lying down, you are inactive.

Sitting for too long will make you less healthy and less energetic.



5

Get Moving! © Oxford University Press 2020

How Much and How Often?

How much?

You should be active for at least one hour a day.
Three hours of activity is great!
You don't have to do it all in one go –
you can split your activity over a day.



Riding a bicycle to a friend's house is good exercise.

6

How often?

It's good to be active every day of the week.
Playing sport only at weekends is not enough.

Did you know?

In Australia, only one child in three is active for one hour each day.



Sam Kerr, one of Australia's top soccer players, practised her kicking skills every day when she was young.

7

Get Moving! © Oxford University Press 2020

Moving Is Good for You!

There are lots of good reasons to keep moving.

It's healthy

Playing outside makes you fit. It builds strong bones and **muscles** and keeps you healthy.
Active people are less likely to get sick.
Being active even helps you pay attention at school.



Playing during school breaks helps you use up energy, so you can sit and concentrate in class.

8

It's fun

Being active is fun and exciting. Sport helps you make friends and teaches you about teamwork.
Other activities, such as rollerblading and **yoga**, make you feel good.



Yoga is an activity that helps your mind and your body to relax.



Rollerblading is a great way to stay in shape.

9

Get Moving! © Oxford University Press & 2020

Ways To Be Active

Sports

Playing sport is a great way to be active.
You can play team sports such as football, netball and volleyball.

Playing football makes you stronger and faster on your feet, and teaches you quick thinking.



Volleyball is not only fun but also helps you build strong muscles and bones.



10

Sports such as judo, swimming and running help improve your physical health and give you more energy.

Swimming uses most of your muscles and makes your heart and lungs strong.



Learning judo is fun and can make you feel super strong!



11

Get Moving! © Oxford University Press 2020

Fun and games

Being active is not just about sport. There are lots of fun ways to get moving.

Head to a park and throw a Frisbee with friends.



Want to improve your balance? Try ice skating!



12

You could ride a skateboard or scooter, or take your bike for a spin. You could play games outside and go horse riding or tenpin bowling.

Dancing gets the whole body moving and doesn't even feel like exercise!



Ride a scooter to your friend's house and get there twice as fast!



13

Get Moving! © Oxford University Press 2020

Out and about

You can be active around the house and also in your neighbourhood. Doing housework or working in the garden will get you moving.

Washing the car on a warm day will help you keep cool and get the car clean.



Get energetic and help clean the house!



14

Playing in the park and walking the dog are good activities, too.

Keep yourself and your dog healthy and go for a run together.



Planting a tree is easy and good for the environment, too.



15

Get Moving! © Oxford University Press 2020

Don't Sit About!

Sitting or lying down too much is bad for your health. It can make you unfit and make your back ache.

Try to reduce your **screen time**, and spend less time using a tablet or phone, playing computer games and watching television. Two hours of screen time a day is enough. Even less screen time is better.

Studies show that most Australian children spend more time watching screens than being active.



16

Aim to spend less time indoors. Go outside and play instead.

Some inactive things are good for you. Reading and doing school work are important because they keep your mind active. But remember to run and play, too.

Play tennis often enough and you might run Ashleigh Barty off the court!



17

Get Moving! © Oxford University Press 2020

Activity Log

How much activity do you do every day?

Here's a task to help you find out.

Write down how much time you spend being active in one day. Ask a family member or your teacher to help you.

Add up all the times you are active over a whole day.

You can include anything that keeps you moving.

Did you do at least one hour of physical activity?



Don't forget the active things you do at school during playtime and lunchtime.

18

My activity log: Wednesday

8:30 am: Walked to school 10 minutes

11 am: Played hopscotch 10 minutes

1 pm: Played cricket 15 minutes

3:30 pm: Walked home 10 minutes

4:30 pm: Went swimming 15 minutes

1 hour



19

Get Moving! © Oxford University Press 2020

Quiz: Who Is More Active?

Yuri's week of activities

Monday to Friday: Rides bike to and from school, and walks dog

Tuesday and Thursday: Goes swimming

Wednesday and Friday: Plays on the monkey bars at lunchtime

Saturday and Sunday: Helps in the garden



Working in the garden is a good way to be active, and you can grow your own food.

20

Nala's week of activities

Monday to Friday: Walks to and from school

Tuesday and Wednesday: Rides bike to Grandma's house

Thursday: Does basketball training

Friday: Plays kick-to-kick

Saturday: Plays in a basketball match

Sunday: Sings in a choir

Did you know?

Singing (while standing up) is as active as walking.



Who is more active? See the answer on page 24.

21

Get Moving! © Oxford University Press 2020

You Can Do It!

Being active every day is important.

The more you move, the healthier you will be and the better you will feel. So get moving!

Here are some fun activities you could try.

Learn a dance.

Go to a yoga class.

Play hide and seek.

Play badminton with friends.

Climb a tree.

Learn how to juggle.

Join a sports team.



Climbing a tree can be fun, but be careful not to fall!

22

Glossary

active moving the body

inactive not moving the body

muscles parts of the body that connect bones and allow it to move

physical activity any sort of movement by the muscles that helps you burn up the energy you get from the food you eat (for instance, walking, cycling, swimming or playing sport)

screen time time spent playing video games, or in front of devices such as televisions and phones

yoga exercises that involve holding the body in different poses

23

Get Moving! © Oxford University Press 2020

Index

activity.....	3, 6, 9, 18
exercise.....	6, 13
games.....	13, 16, 17
health.....	2, 5, 8, 11, 16, 22, 24
playing.....	2, 8, 10, 13, 15, 17
running.....	4, 11, 15, 17
sitting.....	5, 16
sport.....	7, 9, 10, 11, 24
walking.....	2, 4, 15, 21



Quiz answer: Yuri and Nala both do the same amount of activity even though Yuri doesn't play sport. They are both healthy because they are active every day.

24

Get Moving! © Oxford University Press 2020

Inside cover:

Get Moving!

FOR PARENTS

Find a quiet, comfortable space to spend this special reading time together. Use the following prompts to help guide your child.

ACTIVATE

See what your child already knows with these questions:

- What do you do to 'get moving'?
- Why do you need to get moving?

PREDICT

Look at the front cover of *Get Moving!* Draw attention to the title of the book and the illustration. Ask your child what they think the book might be about.

READ

Ask your child to read the book aloud at their own pace. Notice the following:

- Are they turning the pages front to back and reading from left to right? Help them with these concepts if needed.
- If they stumble on a word, encourage them to look for clues in the illustrations, from the surrounding words, from the overall meaning of the text.
- Encourage them to apply their phonics (sounds) skills to break down the word.

READING FOR MEANING

As your child reads the book, pause to ask the following comprehension questions:

- Page 1: Why did the author use an exclamation mark in the title of this book?
- Pages 6–7: Do you play sport? How many times a week do you play?
- Page 14: What does 'energetic' mean?
- Page 20: What does Yuri do on Tuesdays?
- End-of-book: Is this a fiction or non-fiction book? How do you know?



Stage of the reader: Extending
Oxford Level: 9
Reading Level: 20

Text type: Explanation
Curriculum link: Health and PE
Theme: Health and sport
Word count: 663



Words from the Oxford Wordlist appear in this book. We recommend students become familiar with these words to aid their reading fluency and comprehension.

For teacher support and guidance on preparing students for the specific Oxford Wordlist words that feature in this book, visit the *Oxford Reading for Comprehension* section on Oxford Owl.

www.oxfordowl.com.au

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www.oxfordwordlist.com

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AFTER READING

If your school has subscribed to *Oxford Reading Buddy*, complete the quiz online!
www.oxfordreadingbuddy.com



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www.oxfordwordlist.com



Supporting resources for *Get Moving!*
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OXFORD READING FOR COMPREHENSION

COMPREHENSION COACHING

Get Moving!

Stage of the reader: Extending

Oxford Level: 9

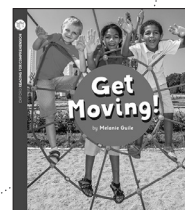
Reading Level: 20

Text type: Explanation

Curriculum link: Health and PE

Theme: Health and sport

Word count: 663



COMPREHENSION STRATEGY FOCUS

Ask questions

THINK ALOUD

What question can I ask that will help me understand this part of the text better?

ACTIVATE PRIOR KNOWLEDGE

Read the title. Ask students:

- What does it mean to 'get moving'?
- What are some ways you can get moving?

PREDICT

Look at the front cover of *Get Moving!* with students. Draw attention to the title of the book and the image. Ask students to predict what they think the book might be about. Note the vocabulary they use in their responses.

Get Moving! © Oxford University Press 2020



COMPREHENSION COACHING

Use the questions below during your guided reading session to develop students' strategies for comprehension, based on the Comprehension Skills Framework.

COMPREHENSION DURING READING

Pages 2–3

- 📌 Why do you think the author keeps referring to 'you' in the text?
- 🔍 What has research found about physical activity?

Pages 6–7

- 🔍 How often do you need to be active to stay healthy?

Page 9

- 👥 Why do you think sport teaches you about teamwork?
- 💬 What does 'stay in shape' mean?

Pages 14–15

- 🔍 What are some ways we can be active at home?

Pages 16–17

- 📌 What is the main idea of this page?
- 👥 What are some other ways you can think of to keep your mind active?

Pages 20–21

- 👥 Who do you think is going to be the most active, Yuri or Nala? Why do you think this?

Page 22

- 📌 Why do you think the author has included a list of activities on this page?

- 🔍 Finding information
- 👥 Making connections and inferences
- 💬 Understanding vocabulary
- 📌 Understanding structure and organisation
- 👑 Appreciating the author's toolkit

PRACTICAL ACTIVITY

This suggested productive task synthesises what students have experienced and understood from reading this text.

Have students create an activity log for a day/week and list all the ways they stay active. Then they can decide if they are moving enough.

MONITOR COMPREHENSION AFTER READING

Ask students to complete the Comprehension Activity Sheet that accompanies this text to monitor their development of comprehension skills. The Comprehension Activity Sheet for this text can be found on Oxford Owl.

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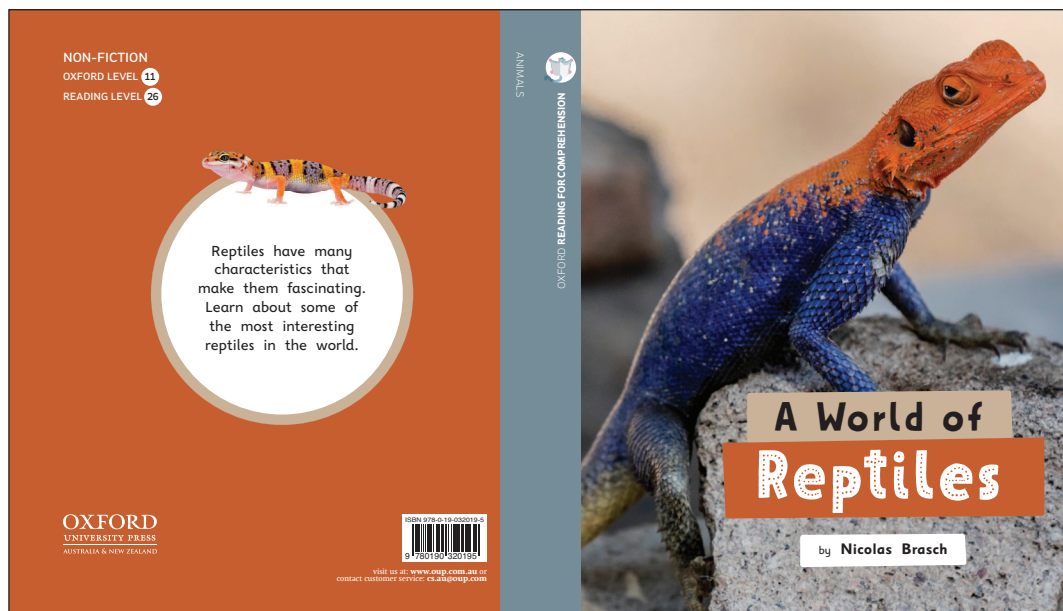


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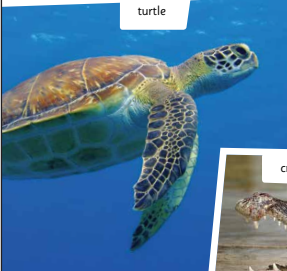


A World of Reptiles © Oxford University Press 2020


Types of Reptiles

There are more than 10000 different **species** of reptiles in the world. The most common types of reptiles are:


- amphibians (includes frogs, toads, newts and salamanders)
- crocodilia (includes crocodiles and alligators)
- squamates (includes snakes, lizards and worm lizards)
- turtles (includes turtles, terrapins and tortoises).



turtle




snake



crocodile

Reptiles have been on Earth since the time of the dinosaurs. In fact, dinosaurs are considered to be a type of reptile because they shared most **characteristics** of reptiles.

The word *reptile* means 'crawling animal' in old French.




newt

A World of Reptiles © Oxford University Press 2020


Reptile characteristics

Here are some characteristics that all reptiles share.

- Reptiles are cold-blooded, which means their body temperature changes depending on their surroundings. When they need to raise their body temperature, they lie in the sun. When they need to lower their body temperature, they find some shade.
- They have scales or scutes. Scales are small, hard plates that cover the reptile's body. Lizards and snakes have scales. Scutes are thicker than scales. Turtle shells and crocodile armour are made up of scutes.
- Most baby reptiles hatch from eggs.
- They are vertebrates. This means that reptiles have a backbone.




This lizard is lying in the sun to help stay warm.



a lizard's scales

In this book, you will learn about some of the most fascinating, colourful and wonderful reptiles from all corners of the world.

A baby tortoise is hatching from its egg.



A World of Reptiles © Oxford University Press 2020

Red-headed Rock Agama

Scientific name: *Agama agama*

Diet: Insects, berries and small mammals

Size: 12.5 to 30 cm long

Location: Sub-Saharan Africa



Red-headed rock agamas are also known as rainbow agamas and common agamas. They are found in most African countries below the Sahara Desert. This area of Africa is known as Sub-Saharan Africa.

Female and male agamas are brown in colour. However, during the breeding season the male develops a reddish head and blue body to attract females.

6

Male agamas are very **combative**. One of the most common reasons they fight each other is for dominance. They often challenge each other by vigorously bobbing their heads up and down.

The male agama's beautiful colour transformation during mating season is very different to its appearance the rest of the year.



7

A World of Reptiles © Oxford University Press & Nicolas Brasch 2020

Chameleon

Scientific name: *Chamaeleonidae*

Diet: Insects

Size: 1.6 cm (leaf chameleon) to 69.5 cm (Parson's chameleon) long

Location: Widely spread but most common in Africa, Madagascar, Spain and Southern Asia



Chameleons are best known for being able to change colour. For a long time, it was thought that they changed colour to **camouflage** themselves. However, scientists now believe they change colour when their mood or body temperature alters. If they blend into their surroundings because of this change, it's a bonus.



8

Chameleons have very long, sticky tongues. When they see **prey**, they creep up and shoot their tongue out so the prey sticks to the tongue. Some chameleons even catch small birds this way.

A chameleon's tongue is roughly twice the length of its body.

This chameleon is matching the colour of the tree branch.



9

A World of Reptiles © Oxford University Press & Nicolas Brasch 2020

Leatherback Sea Turtle

Scientific name: *Dermochelys coriacea*

Diet: Jellyfish

Size: Up to 1.83 m long and 700 kg in weight

Location: Widely spread across the Atlantic Ocean, Pacific Ocean, Indian Ocean and Mediterranean Sea



Leatherback sea turtles are the largest turtle on Earth. They are also very heavy. Despite their size, they have very delicate jaws so they can only eat soft things, mainly jellyfish.

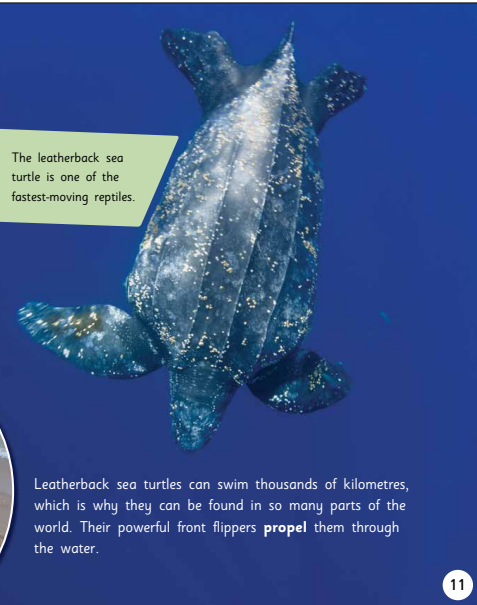
This huge leatherback sea turtle is returning to the ocean.



10

The leatherback sea turtle is one of the fastest-moving reptiles.

Leatherback sea turtles can swim thousands of kilometres, which is why they can be found in so many parts of the world. Their powerful front flippers **propel** them through the water.



11

A World of Reptiles © Oxford University Press 2020

Grand Cayman Blue Iguana

Scientific name: *Cyclura lewisi*

Diet: Leaves, fruits and flowers

Size: Up to 1.5 metres long and 12 kg in weight

Location: Grand Cayman (part of the Cayman Islands)



Blue iguanas are a pale grey-blue colour for most of the year, but during breeding season the males turn bright blue to attract females.

Grand Cayman blue iguanas are an **endangered** species. They only live on the island of Grand Cayman. They are endangered because the land on the island has been cleared for **agriculture**, roads and housing. This destroyed the iguanas' habitat.

To help the iguanas, tracking devices are attached to them so they can be monitored. Scientists help look after them, often by feeding them to keep them strong and breeding them to increase their population.

This iguana has a tracking device to help monitor its health and research its needs.



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Boa Constrictor

Scientific name: *Boa constrictor*

Diet: Small mammals and birds

Size: Up to 4 m long and 15 kg in weight

Location: Central and South America, and some Caribbean islands, including Trinidad, Tobago and St Lucia



Boa constrictors do not have fangs but their teeth dig into prey.

Boa constrictors are a non-**venomous** snake. That doesn't mean they are timid, which is why small mammals are afraid of them! Boa constrictors have hooked teeth that dig into prey, keeping it trapped while the snake's body wraps around and squeezes tight, slowly suffocating the prey. Boa constrictors also have huge jaws. They can open their jaws so wide that some have been known to swallow wild pigs.

Boa constrictors are powerful hunters.



A World of Reptiles © Oxford University Press 2020

Leopard Gecko

Scientific name: *Eublepharis macularius*

Diet: Crickets, cockroaches, spiders, scorpions and centipedes

Size: 15 to 20 cm long

Location: Afghanistan, India, Pakistan, Iraq and Iran



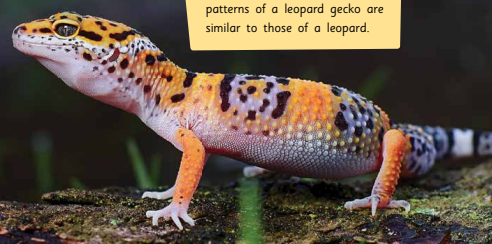
The leopard gecko is the only type of gecko to have moveable eyelids and, like a snake, its eyes are always open. Its teeth also fall out and grow again every three to four months.

The leopard gecko has no toe pads so it can't climb smooth surfaces. So if a leopard gecko is kept as a pet, it won't be able to climb up the glass wall of its enclosure like other geckos can.

Leopard geckos don't have toe pads to help them grip smooth vertical surfaces.



The beautiful colours and patterns of a leopard gecko are similar to those of a leopard.



16

17

A World of Reptiles © Oxford University Press 2020

Goanna

Scientific name: *Varanus gouldii*

Diet: Insects, small mammals, frogs, birds, reptiles and eggs

Size: 20 cm to 2 m long, depending on the species

Location: Australia and Indonesia



The word *goanna* is the Australian name for a reptile known elsewhere as the monitor lizard. Monitor lizards have claws, long necks and very powerful tails. There are about 30 species of monitor lizards in the world, and 27 of them are found in Australia.

The Komodo dragon, located in a group of Indonesian islands, is the largest living monitor lizard in the world.



18

When goannas are threatened, they **inflate** flaps of skin around their throats and make a harsh hissing noise. That's usually enough to scare off **predators**. If that doesn't work, they can run very fast over short distances.

This goanna is standing to defend itself.



19

A World of Reptiles © Oxford University Press 2020

Compare and Contrast

Let's look at what the reptiles in this book have in common and how they are different.

Diet

Carnivore (only eats meat)

Leatherback sea turtle
Boa constrictor
Leopard gecko
Goanna



Herbivore (only eats plants)

Grand Cayman blue iguana



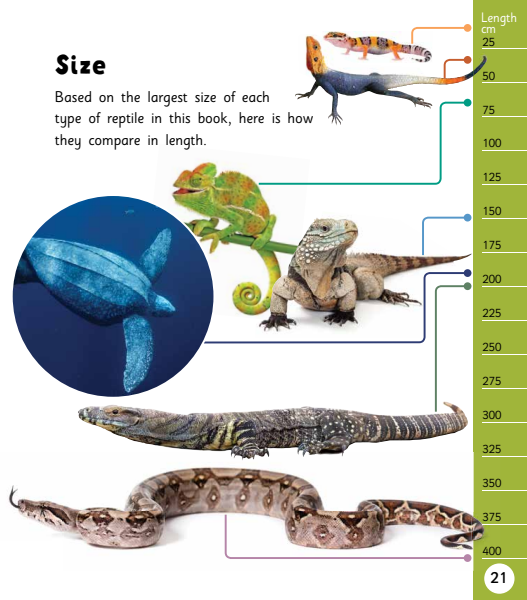
Omnivore (eats meat and plants)

Red-headed rock agama
Chameleon



Size

Based on the largest size of each type of reptile in this book, here is how they compare in length.



21

A World of Reptiles © Oxford University Press 2020

Day or night?

Diurnal

Diurnal means to sleep at night and be active during the day. The diurnal reptiles in this book are:

- Grand Cayman blue iguana
- red-headed rock agama
- chameleon
- goanna.



Nocturnal

Nocturnal means to sleep during the day and be active at night. The nocturnal reptiles in this book are:

- leatherback sea turtle
- boa constrictor
- leopard gecko.



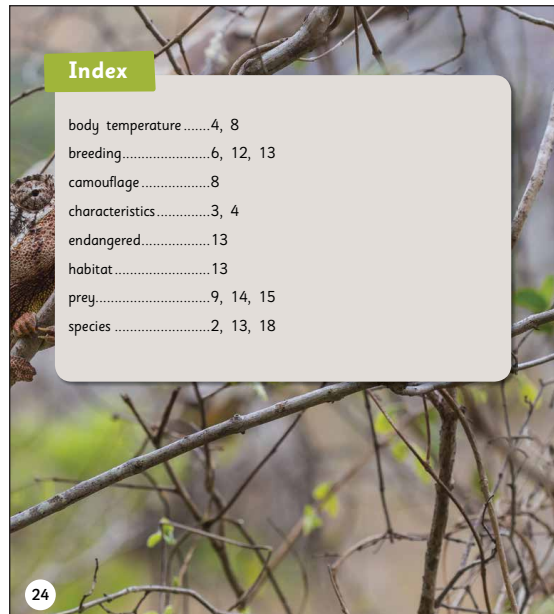
22

Glossary

agriculture	farming, or growing food on the land
camouflage	a way of hiding
characteristics	the qualities or features of something
combative	keen to fight
endangered	a type of animal or plant that is in danger of not existing anymore
inflate	to fill with air to make it bigger
predators	animals that hunt and eat other animals
prey	an animal that is hunted for food by other animals
propel	to move forward at a fast speed
species	a group of animals or plants that have the same or very similar features
venomous	poisonous

23

A World of Reptiles © Oxford University Press 2020



A World of Reptiles © Oxford University Press 2020

Inside cover:

A World of Reptiles

FOR PARENTS

Find a quiet, comfortable space to spend this special reading time together. Use the following prompts to help guide your child.

ACTIVATE

See what your child already knows with these questions:

- What is a reptile?
- What reptiles do you know?

PREDICT

Look at the front cover of *A World of Reptiles*. Draw attention to the title of the book and the illustration. Ask your child what they think the book might be about.

READ

Ask your child to read the book aloud at their own pace. Notice the following:

- Are they turning the pages front to back and reading from left to right? Help them with these concepts if needed.
- If they stumble on a word, encourage them to look for clues in the illustrations, from the surrounding words, from the overall meaning of the text.
- Encourage them to apply their phonics (sounds) skills to break down the word.

READING FOR MEANING

As your child reads the book, pause to ask the following comprehension questions:

- Page 4: What are the common characteristics of reptiles?
- Page 10: Which word on this page describes the strength of a sea turtle's jaw?
- Page 13: Are there many Grand Cayman blue iguanas left? How do you know?
- Page 16: Why has the author included a map on this page?
- End-of-book: Which reptile facts did you find most interesting or surprising? Why?

AFTER READING

If your school has subscribed to *Oxford Reading Buddy*, complete the quiz online!
www.oxfordreadingbuddy.com



Stage of the reader: Fluent
Oxford Level: 11
Reading Level: 26

Text type: Information report
Curriculum link: Science
Theme: Animals
Word count: 848

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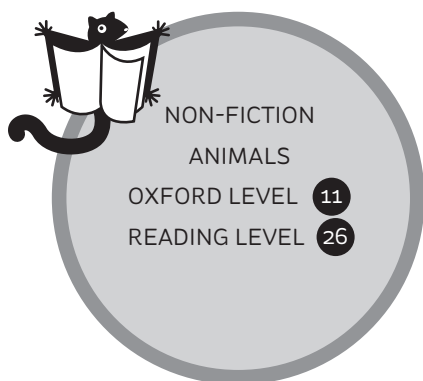
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Comprehension Coaching Cards:



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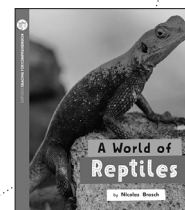


OXFORD READING FOR COMPREHENSION

COMPREHENSION COACHING

A World of Reptiles

Stage of the reader: Fluent
Oxford Level: 11
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COMPREHENSION STRATEGY FOCUS

Determine importance

THINK ALOUD

What are the most important pieces of information in what I have read?
Why is this information important?

ACTIVATE PRIOR KNOWLEDGE

Read the title. Ask students:

- Have you ever seen a reptile? Describe what it looked like.
- What else can you tell me about reptiles?

PREDICT

Look at the front cover of *A World of Reptiles* with students. Draw attention to the title of the book and the image. Ask students to predict what they think the book might be about. Note the vocabulary they use in their responses.

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COMPREHENSION COACHING

Use the questions below during your guided reading session to develop students' strategies for comprehension, based on the Comprehension Skills Framework.

MONITOR COMPREHENSION DURING READING

Page 1

- What is the purpose of the contents page?

Page 2

- What are some types of reptiles?

Pages 4–5

- 💬 What does 'cold-blooded' mean?
- 🏠 Why do you think the author has used the words 'fascinating', 'colourful' and 'wonderful' on page 5 to describe reptiles?

Pages 8–9

- What is the purpose of the map on page 8?
- 🦎 Why is it useful for a chameleon's tongue to be very long?

Page 10

- 💬 What does the word 'delicate' mean on this page?

Page 13

- The word 'endangered' is in bold. Where could you find its meaning?

Page 19

- 🦎 How would inflating flaps of skin help the goanna protect itself?

Page 21

- Which is the largest reptile in this book? How do you know?

🔍 Finding information

🦎 Making connections and inferences

💬 Understanding vocabulary

■ Understanding structure and organisation

🏠 Appreciating the author's toolkit

PRACTICAL ACTIVITY

This suggested productive task synthesises what students have experienced and understood from reading this text.

Ask students to choose one reptile from the book. Then, have them create a mind map showing the interesting facts they learned from the book. Encourage them to research extra facts to include in their mind map.

MONITOR COMPREHENSION AFTER READING

Ask students to complete the Comprehension Activity Sheet that accompanies this text to monitor their development of comprehension skills. The Comprehension Activity Sheet for this text can be found on Oxford Owl.

Refer to the Comprehension Skills Framework in the Teacher Handbook accompanying this series for additional guidance.

www.oxfordowl.com.au

Track and monitor students' comprehension progress



Oxford
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Buddy

www.oxfordreadingbuddy.com

Additional resources available on *Oxford Reading Buddy* include:

- comprehension quiz for each student book
- comprehension coaching and a wealth of reading practice
- tools to diagnose, track and monitor student progress.

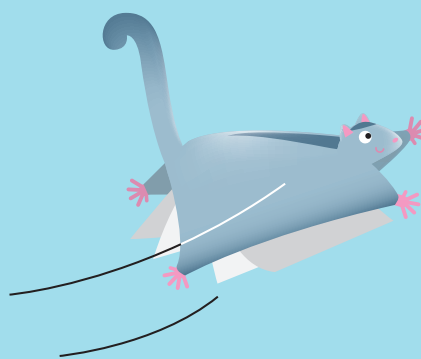
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OXFORD READING FOR COMPREHENSION



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