

Evaluation Pack

SAMPLE PAGES



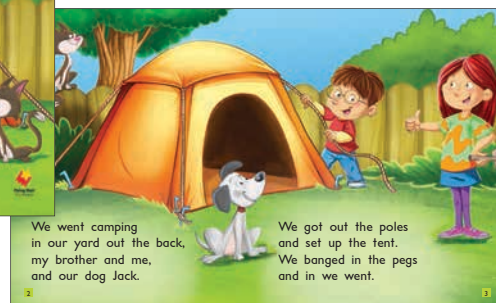
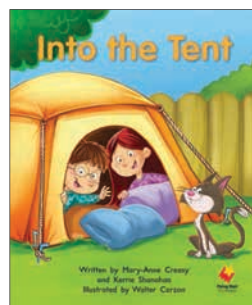
This evaluation pack includes information about the *Flying Start to Literacy* program and includes sample pages for one of the program's paired guided reading books.

Program components

Shared Reading Big Books

... launch young readers into literacy.

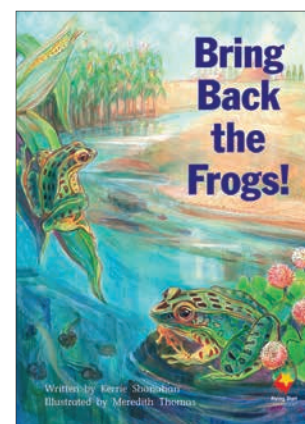
- Feature rhyme, rhythm, repetition and predictable text
- Humorously illustrated narrative texts
- Vividly photographed informative texts
- Narrative texts offer a mix of stories and rhymes
- Informative texts introduce readers to science and mathematics concepts



Paired Guided Reading Books

... connect meaningful information and appealing narratives, and engage learners with content-rich reading.

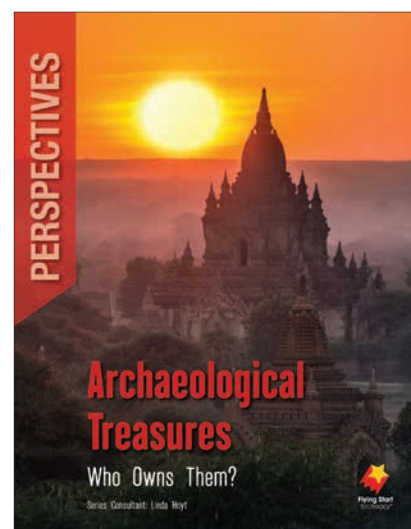
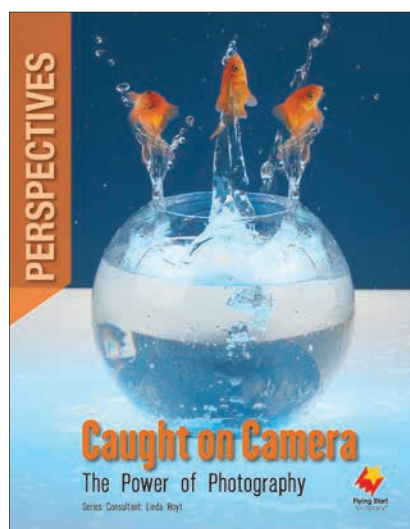
- Same concepts, vocabulary and high-frequency words in each pair
- Balance of illustrated narrative and photographic informative texts
- Wide range of text types include: narratives, recounts, persuasive, procedures, explanations and reports



Perspectives Books

... extend students' thinking with additional points of views on the topics introduced in the paired texts.

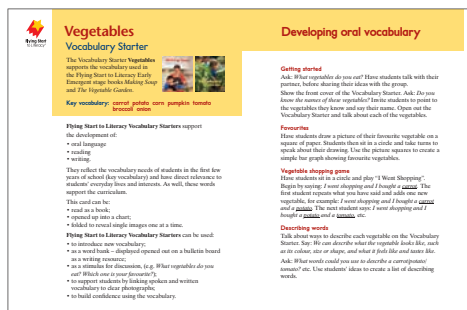
- The titles contain short texts in magazine-style format and include posters, arguments, discussions, letter and visual images.
- A Lesson Plan for each title helps teachers engage and support students in critical discussions.
- The Lesson Plan assists students to recognise different points of view, and then to write about them.



Vocabulary Starters

... support the early emergent stage.

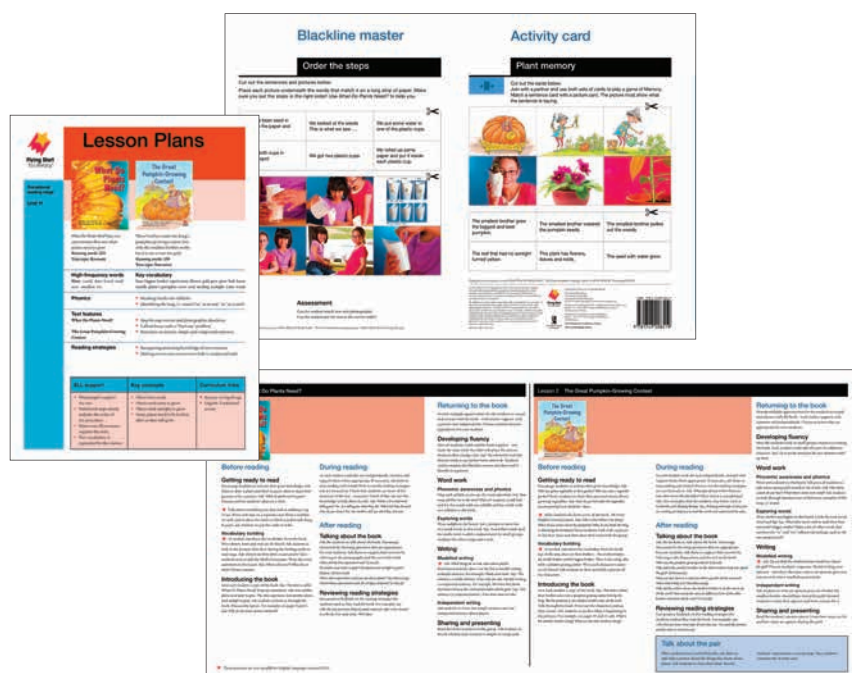
- Sturdy, laminated cards with seven folding panels
- Unambiguous, full-colour photographs introduce key vocabulary
- One for each pair of Levels 1 and 2 books, and one for each Shared Reading set
- On the back of the photographs are activities for developing oral reading and writing



Lesson Plans

... deliver explicit, systematic instruction with diagnostic support built in.

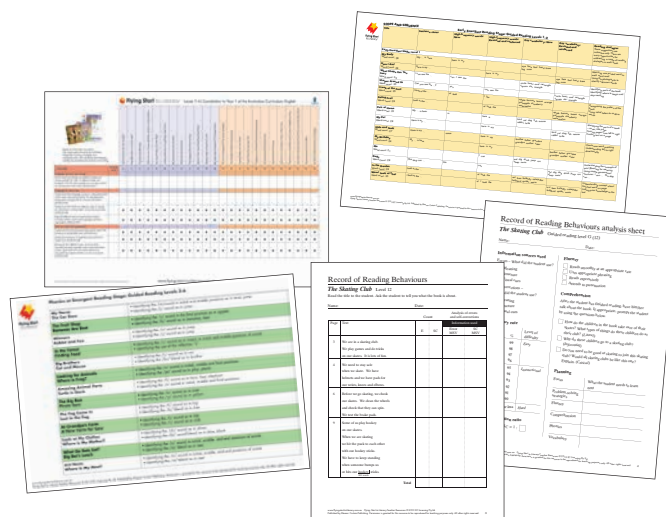
- Before, During and After Reading activities
- Integrate oral language, comprehension, phonemic awareness, phonics, vocabulary development, fluency and writing
- Activity Cards offer creative suggestions for exploring the topic further
- Blackline Masters provide opportunities for ongoing assessment



Teacher Resources

... provide valuable material for planning and record keeping.

- Scope and sequence charts to identify strategies to be monitored for each title
- Systematic and explicit sequence of phonics and phonemic awareness for each reading stage
- Reading and writing across the curriculum checklists to identify cross-curriculum links and content vocabulary
- Records of reading behaviours for books at each reading stage
- Assessment checklists to record the progress of individual students using the reading strategies for each book



Every *Flying Start to Literacy* title is one of a pair that is linked by concept and shares vocabulary. They are supported by versatile Vocabulary Starter in the lower levels, and unique Perspectives in the upper levels, and Lesson Plans throughout. Big Books and Chapter Books top and tail the program.

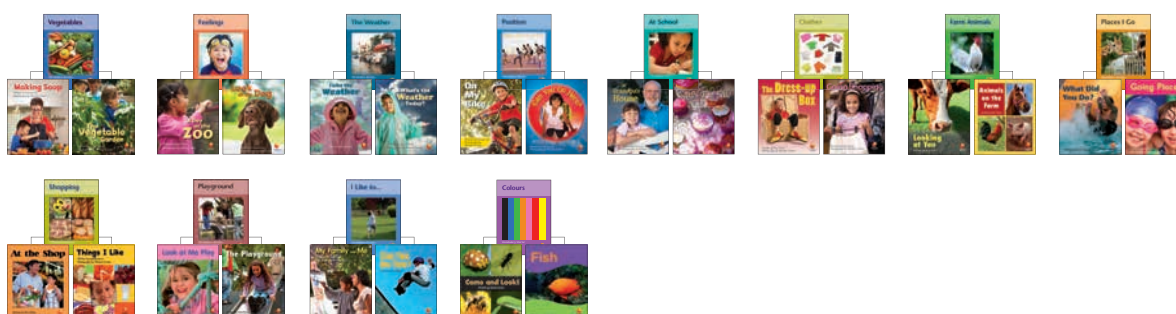
SHARED READING COLLECTION PRE-SCHOOL-1



EARLY EMERGENT READING STAGE GUIDED READING LEVEL 1



EARLY EMERGENT READING STAGE GUIDED READING LEVEL 2



EMERGENT READING STAGE GUIDED READING LEVELS 3-6



The image displays a collection of 30 children's book covers from the 'My First Non-Fiction' series, organized into three rows of ten. Each cover features a vibrant illustration and the title in a bold, child-friendly font. The topics are diverse, ranging from animals and nature to everyday objects and activities.

Row 1:

- The Merry Cake Baker!
- A Gnome for Gnomes
- Robbed! Robbed!
- Noisy Saves the Day!
- Insects
- Where King the Gnomes?
- Squid
- Big Squid Little Squid
- Bat Rescue
- Silly Mr. Bats
- Teach Me How
- Little Cat
- Shedding Skin
- Fun Run

Row 2:

- Our Spot
- Where Can We Play?
- Looking for a Friend
- Play Time
- Down on the Beach
- Silly's Beach House
- Amazing Caterpillar
- We Play
- Big Caterpillar
- At the Park
- Animals That Need Help
- Wind, Mud and
- Looking for a Friend
- Looking for a Friend

Row 3:

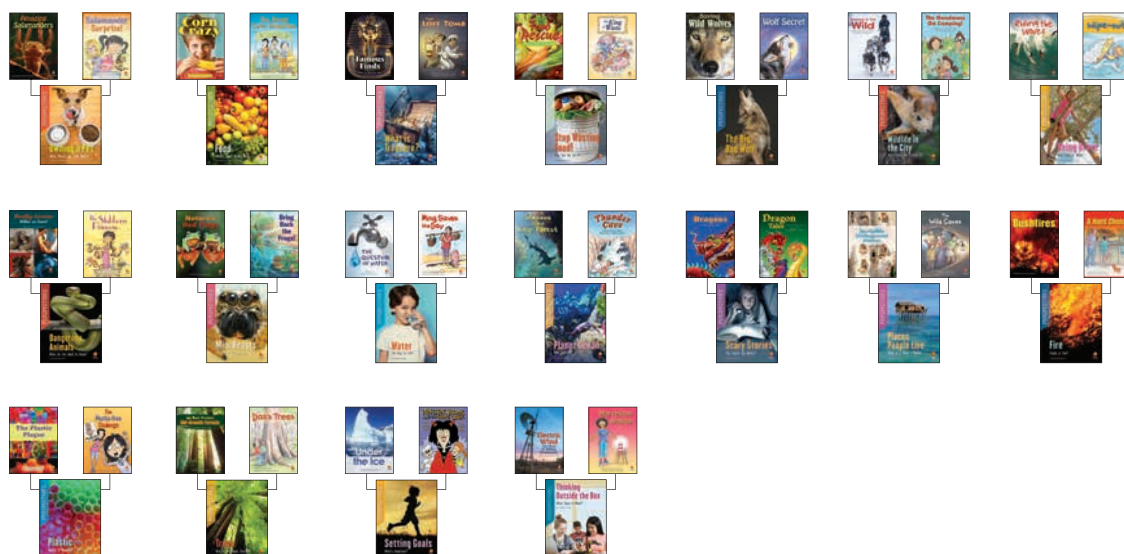
- Plum Tree
- My Tree
- Charlie's Choice
- Don't Eat That
- Big Tree
- The Lemon Tree
- When the Sun Comes Up
- When the Sun Comes Up
- Looking for a Friend
- Father's Day
- Big Ship
- The Tugboat

The image displays a collection of 30 children's book covers from the 'My First Non-Fiction' series, organized into three rows of ten. Each cover features a colorful illustration and a title in a playful, child-friendly font. The topics covered include:

- Row 1:** Insect Hunt, Getting Rid of Insects, A Frog in a Pond, The Gutsy Pig Fish, What's for Breakfast?, The King's Breakfast, The Slating Club, My Green Skating, Hiking, Money - Prices, Insect Eaters, Tim Hungry, Animals in Caves, There's a Zoo in the Zoo.
- Row 2:** Exploring the Garden, Growing Watermelons, Making Friends, The Blue Crane, Fantastic Bridges, Jack's Journey, Baby Squiggle, Let's Play Reading, The Rock-Kileen, The Garden, Camping With Dad, Martha Roys, The Ray Who Wants to Fly.
- Row 3:** What Do Plants Grow?, The Great Pumpkin-Growing Contest, Sea Otters and Kelp Forest, The Luck of the Sea Otters, Marmoset Run, The X-ray Book, Wally the Walrus, The Great Pamburton Race, Greener Than Grass, The Monkey's Tail, Cyclone Scrapbook, Mamma is Cook!

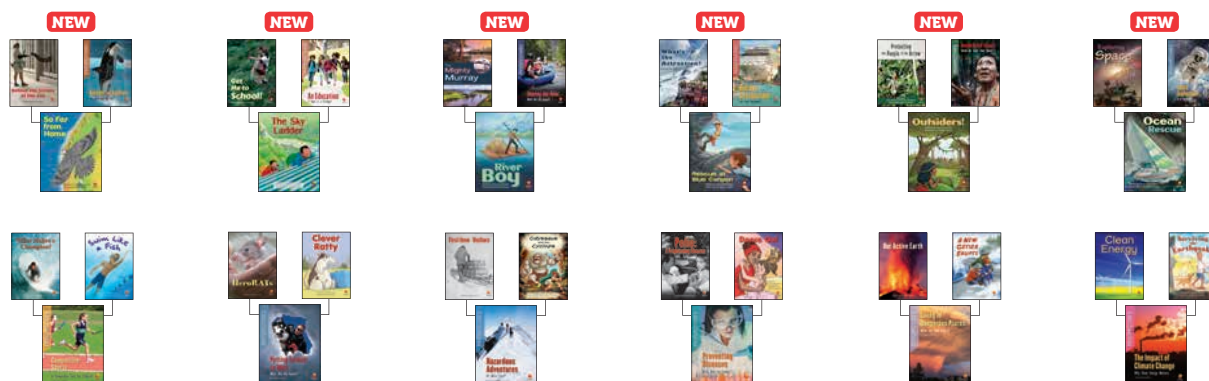
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FLUENT PLUS READING STAGE GUIDED READING LEVELS 25-30



36 NEW MIDDLE AND UPPER PRIMARY TITLES!

ADVANCED FLUENT READING STAGE MIDDLE PRIMARY LEVELS Q-S*



ADVANCED FLUENT READING STAGE UPPER PRIMARY LEVELS T-V*



* Levels indicated by letters Q-V are comparable to the Guided Reading levels of Fountas and Pinnell.

Shared Reading Collection Overview

Develop early literacy skills through rhyme, rhythm, repetition and highly predictive texts

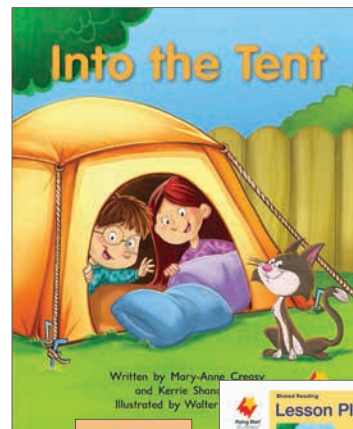
Shared Big Books on familiar topics will soon become favourites in your classroom.

Each of the 16 titles comes with a **Vocabulary Starter**. This provides an opportunity to develop oral vocabulary around the content of the book.

Easy-to-follow **Lesson Plans** are provided for each title.

Your students will:

- begin to recognise and read high-frequency words
- build knowledge of oral vocabulary
- understand conventions of print
- enjoy reading together and revisiting familiar books again and again.



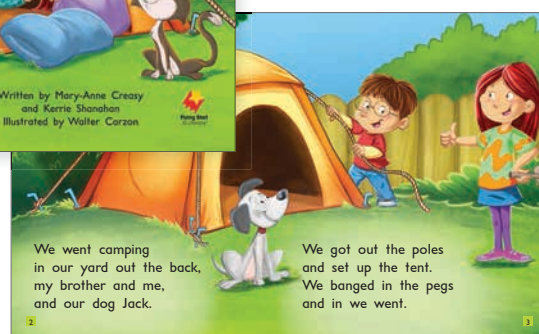
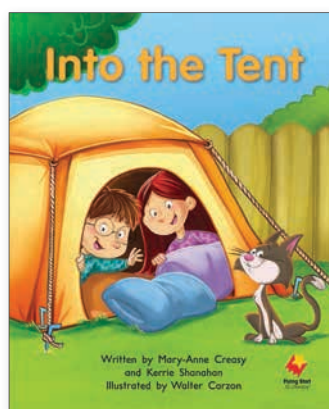
Shared Reading Collection Pack

Shared Reading Big Books

Each of the 16 Shared Books has been carefully written to motivate and support young readers.

These shared reading texts:

- capture the reader's attention and ensure group participation and engagement
- are ideal to introduce early literacy skills and concepts of print
- use rhyme, rhythm and repetition in the narrative titles
- introduce science and mathematics concepts in the informative texts
- link to a Vocabulary Starter in the *Flying Start to Literacy* Early Emergent Reading Stage.



Shared Reading Vocabulary Starters

A Vocabulary Starter links to each Shared Book. This link provides the teacher with an opportunity to explore the key vocabulary related to the specific topic of the book and is an excellent support for ELL students.

The Vocabulary Starters:

- use full-colour photographs to introduce key vocabulary words
- provide a variety of suggestions for developing oral vocabulary.

My Family Vocabulary Starter

The Vocabulary Starter My Family provides direct support for the Flying Start to Literacy Stage 1 books *Hide and Seek* and *My Birthday*.

Key vocabulary: brother father grandma grandpa me mother sister

Flying Start to Literacy Vocabulary Starters support the development of:

- oral language
- reading
- writing

Developing oral vocabulary

Getting started
Talk about families. Who is in families? Why do we have families?
Make stick puppets from pictures on the Blackline master by sticking the pictures to the ends of craft sticks. Ask students to work in cooperative pairs and use the stick puppets to make a concept web showing what one family is like.

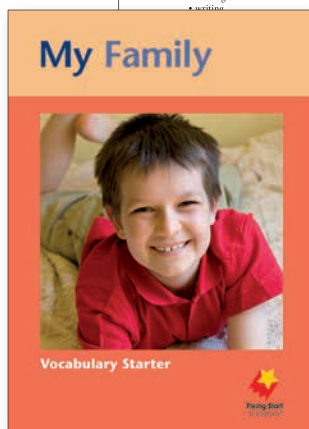
Word web
Ask students to make a word web of a range of names that can describe different family members. For example, grandma, nana, nan, granny, grandmother, ma.

```

graph TD
    me --- grandma
    me --- nana
    me --- nan
    me --- granny
    me --- grandmother
    me --- ma
    
```

Recount
Ask students to use their stick puppets to present a short talk to the group. Encourage the student to introduce each member of his/her family and to tell the group something about that member. For example, *This is my father. He is a taxi driver. He tells terrible jokes but we all laugh. This is my sister. I tell her to stay out of my room but she never does.*

Sentence starters
Ask students to sit in a circle. (If the group is large have students work in small groups.) Say: *Can you finish this sentence? "A sister is..."* Have students finish the sentence in turn around the circle until six or seven different answers have been given. Encourage students to grow the answers other students have given. Repeat with other sentence starters.



Shared Reading Lesson Plans

Easy-to-follow Lesson Plans are provided for each Shared Book. These plans include explicit instruction to guide teachers through multiple readings of the text. After revisiting the books, there are suggestions for modelling and teaching specific foundational skills.

These skills include:

- phonemic awareness
- phonics
- oral language
- fluency
- print concepts
- writing.

Activity card

My family in the tent

You will need: scissors or pencils
Share your family in the tent.

Shared Reading Lesson Plan

Introducing the book
Read the book to the class. Discuss the story. Ask the children to think about the story. What do you think about the story? What do you like about the story? What do you think about the story?

First reading of the book
Read the book to the class. Discuss the story. Ask the children to think about the story. What do you think about the story? What do you like about the story? What do you think about the story?

Second reading of the book
Read the book to the class. Discuss the story. Ask the children to think about the story. What do you think about the story? What do you like about the story? What do you think about the story?

Returning to the book
Read the book to the class. Discuss the story. Ask the children to think about the story. What do you think about the story? What do you like about the story? What do you think about the story?

Extending oral language
Ask the children to think about the story. What do you think about the story? What do you like about the story? What do you think about the story?

Phonemic awareness
Read the book to the class. Discuss the story. Ask the children to think about the story. What do you think about the story? What do you like about the story? What do you think about the story?

Phonics
Read the book to the class. Discuss the story. Ask the children to think about the story. What do you think about the story? What do you like about the story? What do you think about the story?

Print concepts
Read the book to the class. Discuss the story. Ask the children to think about the story. What do you think about the story? What do you like about the story? What do you think about the story?

Writing - Modelled
Read the book to the class. Discuss the story. Ask the children to think about the story. What do you think about the story? What do you like about the story? What do you think about the story?

Optional retelling activity
Read the book to the class. Discuss the story. Ask the children to think about the story. What do you think about the story? What do you like about the story? What do you think about the story?

The strong link between the books in the Shared Reading Collection and the Vocabulary Starters means that when your young readers are ready for small group instruction, they can be introduced to the matching paired student books at Levels 1 and 2 of the *Flying Start to Literacy* program.

Guided Reading Levels 1–24 Overview

An award-winning, comprehensive literacy program

Flying Start to Literacy reflects best practice in literacy instruction and supports the systematic development of reading strategies and skills in students.

Features:

- Key vocabulary is introduced systematically.
- A high rate of repetition of high-frequency words and a low ratio of unfamiliar words.
- Text complexity is carefully sequenced to build reading strategies.
- Phonics and phonemic awareness is systematically developed.
- Fluency enhances comprehension.
- A variety of text types enable the development of a range of reading strategies.
- Reading and writing is linked.
- Assessment is ongoing to inform instruction.

Readers will love to read *Flying Start to Literacy* books

- There are fascinating topics and ideas to learn about, funny stories to laugh at, exciting adventure stories, reports, interviews, explanations, procedures, plays and shared books.

Flying Start to Literacy will ensure success for all readers

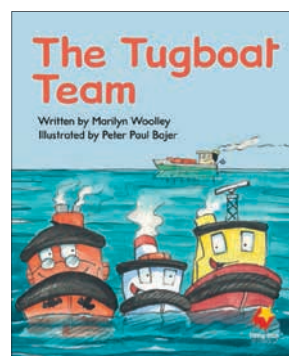
- High-frequency words and key content words are introduced systematically and revisited in following levels of the program.
- The program supports a systematic approach to the development of phonemic awareness and phonics. All new vocabulary is phonetically accessible to developing readers.
- Each book is one of a connected pair. A narrative book and an informative book present the same key concepts and vocabulary.
- Every book has been trialled with a range of readers, including English Language Learners.



Teachers find *Flying Start to Literacy* easy to use

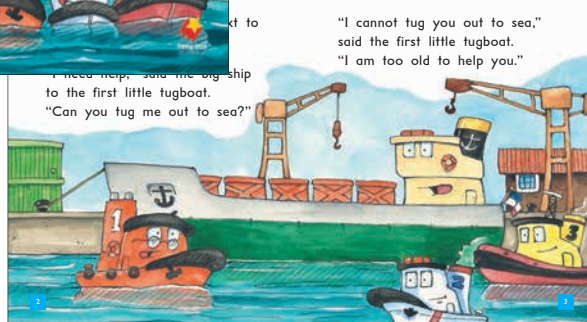
- The Lesson Plans integrate oral language, vocabulary development, fluency and comprehension, writing and phonics. They are attractive, durable, accessible and easy to store.
- Supportive teacher resources for planning and record keeping are available online. Visit www.flyingstarttoliteracy.com.au to download today.



The tugboats stop the big ship from hitting other big ships.



Lesson Plans		
Early reading stage Level 10	 <i>Big Ships Need Tugboats</i> The Tugboat Team Written by Marilyn Woolley Illustrated by Peter Paul Bojer	 <i>The Tugboat Team</i> Written by Marilyn Woolley Illustrated by Peter Paul Bojer
	High-frequency words New: by front of long on other very when work Phonics Identifying 'th' in ship Identifying 'th' in ship, back	Key vocabulary around back back's bumping bumping clear deck first help for helping shells team team work push push right sea sea's ship's with strong team that there tug tugboat tugboat tugboat
	Text features <i>Big Ships Need Tugboats</i> The Tugboat Team Large vehicles are difficult to manoeuvre in water When people cooperate and work as a team, they achieve more than they could on their own.	Reading strategies Labelling phonographic diagrams Reading diagrams to add meaning Self-monitoring when reading
	ELL support Students can develop vocabulary related to push (push, tug, pull, bump, push, tug, pull)	Curriculum links Science: Physical sciences Working and problem solving Communication and representation
	Key concepts Large vehicles are difficult to manoeuvre in water When people cooperate and work as a team, they achieve more than they could on their own.	



Instruction with Lesson Plans

Flying Start to Literacy Lesson Plans (one for each pair of books):

- provide practical, systematic, and easy-to-implement instructional plans
- integrate oral language, comprehension, phonemic awareness, phonics, vocabulary development, fluency and writing
- include ongoing assessment and follow-up activities.

Before reading

- Activate prior knowledge through a variety of engaging suggestions.
- Introduce challenging or unfamiliar vocabulary.
- Focus on reading strategies specific to the book.

During reading

- Monitor and support each student's reading.
- Revisit specific reading strategies as needed.
- Guide students as they apply these strategies.

After reading


- Use discussion prompts to encourage collaborative conversations about the book.
- Ask students to return to the text for evidence to support their responses.
- Provide positive feedback on students' use of the lesson's reading strategies.

Returning to the book

- Develop fluency with modelling, paired practice and independent re-reading.
- Work with words through a variety of suggestions for building phonemic awareness and reinforcing phonics.
- Connect reading and writing with teacher modelling and prompts for student practice.

Talk about the pair

- Discussion prompts encourage students to consider the pair's 'big idea'.
- Reproducible Activity Cards offer creative suggestions for exploring the topic further.
- BLMs provide opportunities for ongoing assessment.



Lesson Plans

Big Ships Need Tugboats

The Tugboat Team

High-frequency words

Need to know if they are other very values work

Phonics

- Identifying "at" in a ship
- Identifying "it" in a ship, boat

Text features

Big Ships Need Tugboats
The Tugboat Team

- Labelled phonographic diagrams
- Repetitive patterns, dialogue

Reading strategies

- Reading diagrams to add meaning
- Self-monitoring when reading

ELL support

- Students could vocabulary list come (ingrid, a, humped, give, a)

Lesson 1 Big Ships Need Tugboats

Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Give each student a copy of the book *Big Ships Need Tugboats*. Ask students to look at the photograph. Ask: "When do you see the biggest ship?" (The right side of the book is the biggest ship.) Ask: "How do you know the biggest ship is the biggest?" (The right side of the book is the biggest ship.) Ask: "How do you know the biggest ship is the biggest?" (The right side of the book is the biggest ship.)

Vocabulary building

Use the diagrams and labelled phonographs in the book to introduce the words *ship*, *boat*, and *ship*. Write each word on a card. Say: "The ship is the place where a big ship comes to after being a ship. Tugboats are the ships that they use to help the big ships when they get into trouble."

Introducing the book

Say: "The book tells us about why big ships need tugboats. Tugboats are used to help big ships when they get into trouble. They are used to help big ships when they get into trouble. They are used to help big ships when they get into trouble."

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and reread them. Ask them to read the text again. Check that students are reading the information in the diagrams. Say: "What does the diagram tell you about the ship? What does the diagram tell you about the ship?"

After reading

Talking about the book

Ask students to talk about the book. Prompt discussion by asking questions that are appropriate for your students. Ask them to suggest their answers by referring to the photographs and the text in the book. Ask: "What does the diagram tell you about the ship? What does the diagram tell you about the ship?"

Reviewing reading strategies

Ask students to review the reading strategies they used as they read the book. For example, say: "The word *ship* was used a lot. How did you know it was a ship? How did you know it was a ship?"

Returning to the book

Provide multiple opportunities for the student to read and connect with the book again - with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Ask students to read simple labeled paper boats. These can be used to introduce the book while reading. Ask students to look for and find other words with the letter combination.

Word work

Phonemic awareness and phonics

Write "ship" and "boat" on a board. Underline the "sh" in each word. Ask: "What sound does the 'sh' make in each word? What sound does the 'sh' make in each word?"

Exploring words

Give each student a card. Give each student a word card and ask them to write a sentence from the book using the word. Then students could play "Guess my word." The player chooses one of the words from the book and writes a sentence. Students then take turns to suggest a letter that may be in the word until they have found the correct word.

Writing

Modelled writing

Ask students to talk about what the tugboats helped. Write their ideas on a chart. Have the students contribute to the chart, using their knowledge of high-frequency words and sound words. For example, say: "The tugboat helped the ship. The tugboat helped the ship. The tugboat helped the ship." Then ask them to write a sentence about the tugboat. For example, say: "The tugboat helped the ship. The tugboat helped the ship. The tugboat helped the ship."

Independent writing

Ask each student to provide a letter that may be in the word and to write about what happened in the story from this point.

Sharing and presenting

Share and discuss the student's writing. Have them read the story to the class. Ask: "How are they different?"

Lesson 2 The Tugboat Team

Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Students should look at the cover of the book *The Tugboat Team*. Give each student a copy of the book. Say: "The book tells us about why big ships need tugboats. Tugboats are used to help big ships when they get into trouble. They are used to help big ships when they get into trouble. They are used to help big ships when they get into trouble."

Vocabulary building

Use the words *ship* and *boat* from the book. Say: "The ship is the place where a big ship comes to after being a ship. Tugboats are the ships that they use to help the big ships when they get into trouble."

Introducing the book

Say: "The book tells us about why big ships need tugboats. Tugboats are used to help big ships when they get into trouble. They are used to help big ships when they get into trouble. They are used to help big ships when they get into trouble."

During reading

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After reading

Talking about the book

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Reviewing reading strategies

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Returning to the book

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Writing

Modelled writing

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Independent writing

Ask each student to provide a letter that may be in the word and to write about what happened in the story from this point.

Sharing and presenting

Share and discuss the student's writing. Have them read the story to the class. Ask: "How are they different?"

Blackline master

Tugboat words

Cut out the cards below. Stick them on a blank piece of paper and draw a picture to match each word.

tugboat	big ship	ropes
dock	safety	soft pads
sea	holds	strong
hitting	stop	bumping

Assessment

Can the student tell to the text to find specific information?
Can the student understand formal information by the words in the text?

Activity card

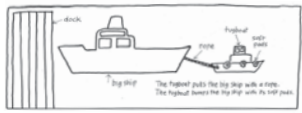
Ships and tugboats

You will need: paper, glue, felt-tip pens.

What to do:

1. Make two paper boats - one big and one small.
2. Stick the boats onto a large sheet of blue paper.
3. Add labels and captions to show how a tugboat can help a big ship into the dock.

Example:



Paired texts with Perspectives Overview

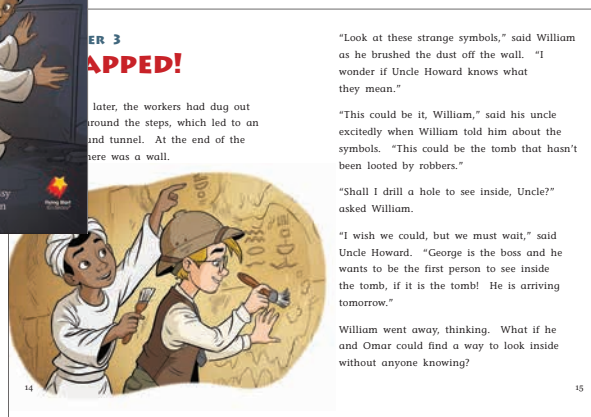
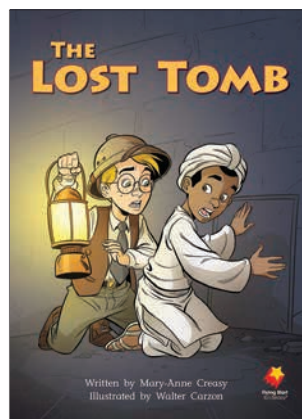
Connect informative and narrative texts to a single big idea

Paired narrative and informative chapter books for guided reading are connected by a big idea and link to a *Flying Start Perspectives* book; a single volume of short texts addressing the topical issue raised in the paired books.

Paired Texts

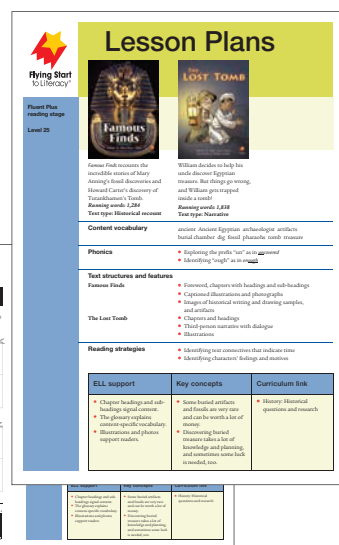
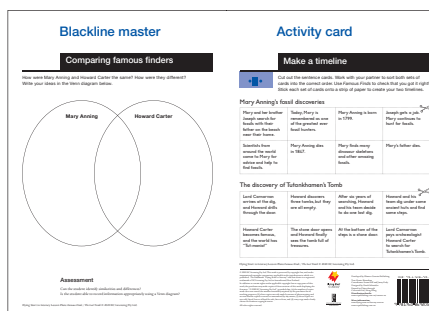
We have continued our award-winning formula of pairing a narrative text with an informative text, connected by a big idea.

Informative texts present the big ideas around a topic. They go beyond readers' personal experiences and include a range of features including primary sources that support the text.



Narrative texts reflect the big ideas through their characters and plots. They feature plots with sub-plots, non-sequential treatment of time, and a range of literary devices.

Lesson Plans for the pair encourage higher-level thinking and provide opportunities for students to write in response both to the text and to their collaborative conversations.



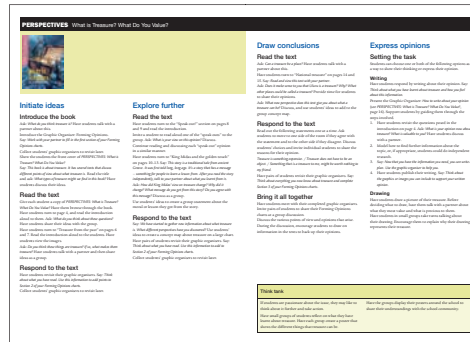
Flying Start Perspectives

Extend students' thinking with additional points of views on the issues introduced in the paired texts.



Flying Start Perspectives are unique. The titles contain short texts in magazine-style format and include posters, arguments, discussions, letters and visual images.

Lesson Plans help teachers engage and support students in critical discussions and assists students to recognise different points of views, and write about them.



Issue: What is Treasure? What Do You Value?

Paired Texts Lesson Plans:

- Vocabulary Building
- Establishing Strategy Focus
- Reading with Teacher Support
- Writing
- Talk About the Book
- Strategy Reflection



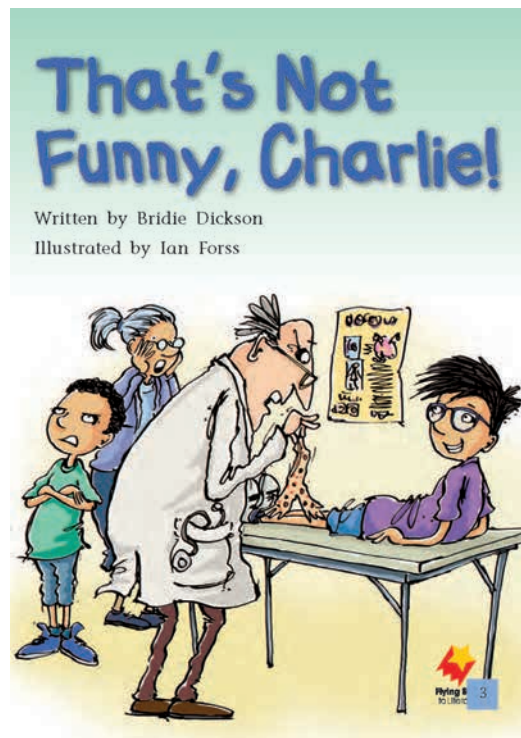
Flying Start Perspectives Lesson Plans:

- Inquiry
- Thinking and Talking About the Issues
- Writing a Persuasive Argument

STUDENT INQUIRY

STUDENT COLLABORATION

The following pages showcase the following connected Guided Reading Pair of Level 16 Student Books and linked Teacher Resources:



Lesson Plans

OUCH! That Hurts!

What's Not Funny, Charlie?

That's Not Funny, Charlie!

Early Years reading level
Level 16

Content vocabulary

Phonics

Text features
Check! The Flare

Reading strategies

What's Not Funny, Charlie! happens when you have trouble with words that are hard to read. When you struggle, you might hear words like "ouch!" or "ouch!" or "ouch!"

What's Not Funny, Charlie! happens when you have trouble with words that are hard to read. When you struggle, you might hear words like "ouch!" or "ouch!" or "ouch!"

ELL support

Key concepts

ELL support

Key concepts

Lesson 1 OUCH! That Hurts

OUCH! That Hurts!

That's Not Funny, Charlie!

Before reading

Getting ready to read

During reading

After reading

Writing

Sharing and presenting

ELL support

Key concepts

ELL support

Key concepts

Lesson 2 That's Not Funny, Charlie!

OUCH! That Hurts!

That's Not Funny, Charlie!

Before reading

Getting ready to read

During reading

After reading

Writing

Sharing and presenting

ELL support

Key concepts

ELL support

Key concepts

Lesson 3 That's Not Funny, Charlie!

OUCH! That Hurts!

That's Not Funny, Charlie!

Before reading

Getting ready to read

During reading

After reading

Writing

Sharing and presenting

ELL support

Key concepts

ELL support

Key concepts

NOT TO SCALE

INTRODUCTION

Sometimes, your body gets hurt. When this happens, you feel pain and parts of your body might not work well.

The good news is that when your body gets hurt, it can fix itself. You can help your body to get better by looking after it.



4



5

BROKEN BONES

Bones are hard and strong. But sometimes, even bones get broken.

What to do:

- Keep the broken bone still.
- Tell an adult.
- Go to the doctor.

Fracture facts

The place where the bone is broken is called a fracture.

6

7

Getting help

A doctor will get an X-ray to see where the bone is broken. A cast is put on the broken leg or arm to hold the bones in place.

An X-ray shows where the bone is broken.



What happens next?

The broken bones will slowly join together. Most broken bones take six to eight weeks to get better.

8



When the bone is better, the cast will be taken off.

9



CUTS

Your body is covered in skin and sometimes, skin gets cut.

What to do:

- Press on the cut.
- Tell an adult.
- Clean with water.
- Cover with a bandage.

Blood basics 

When a cut is bleeding, the blood slowly becomes thicker and sticks together. This is called clotting.

10 11

Getting help

If the cut is deep, go to the doctor. The doctor will clean the cut so that germs cannot get inside. The doctor might use special thread or glue to hold the sides of the cut together, and will then cover it with a bandage.



What happens next?

The two sides of the cut that meet will slowly join together. The cut will close up.



12 13

STINGS

Sometimes, insects sting people. The sting might hurt or it might be itchy.

You might see a red lump where the insect's sting has gone into your skin.

What to do:

- Tell an adult.
- Put ice on the sting.

Sting alert! 

Some people become sick or dizzy and find it hard to breathe when an insect bites them. This is called an allergic reaction.



14 15

Getting help

If the sting does not get better, you should go to the doctor. The doctor might give you medicine.



What happens next?

The sting will become less painful and the redness will go away. Most stings only hurt for a short time.

16



17

BURNS

Your skin will burn if you touch something that is very hot.

A burn can be very painful. Your skin will be red and might blister.

What to do:

- Tell an adult.
- Run cool water over the burn.

Sunburn

Sometimes, your skin burns if you get too much sun. You can stop your skin from getting sunburned by wearing a hat and clothes that cover your skin. And don't forget to put on sunscreen.



18



19

Getting help

If the burn is large or very bad, you must go to the doctor. The doctor will work out what to do to look after the burn and help your skin get better.



20

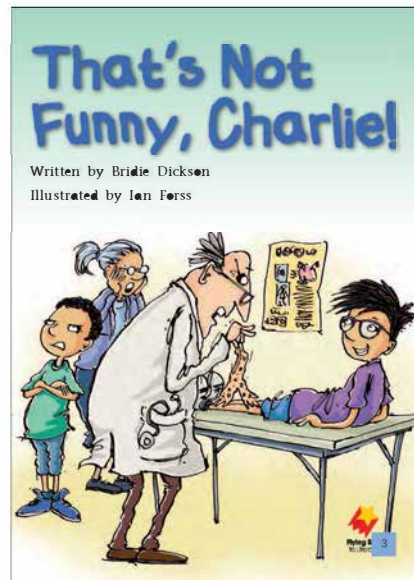
What happens next?

Over time, the redness will disappear. Some burns will get better in about three to six days.

If the burn is very bad, it will take a lot longer to get better. Some deep burns leave a scar on the skin.



21



That's Not Funny, Charlie!

Text type: Narrative
Level: 16
Word count: 531

Content vocabulary
 believe bleed broken cut doctor fooled hospital hurt's ice pack jump's
 ouch prank's pretend X-ray

Curriculum link
 Health and Physical Education: Relationships

Key concepts

- Playing pranks can be fun
- Pretending to be hurt is not a good prank
- Different injuries have different symptoms
- When you are injured you need help from adults

Reading strategy


- Making connections

Paired book
 Ouch! That Hurts


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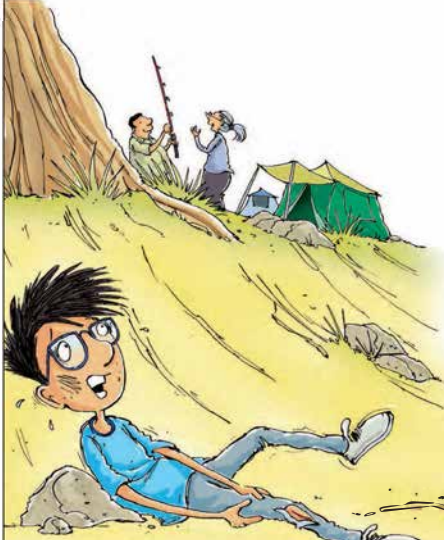
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That's Not Funny, Charlie!



Written by **Bridie Dickson**
 Illustrated by **Ian Forss**





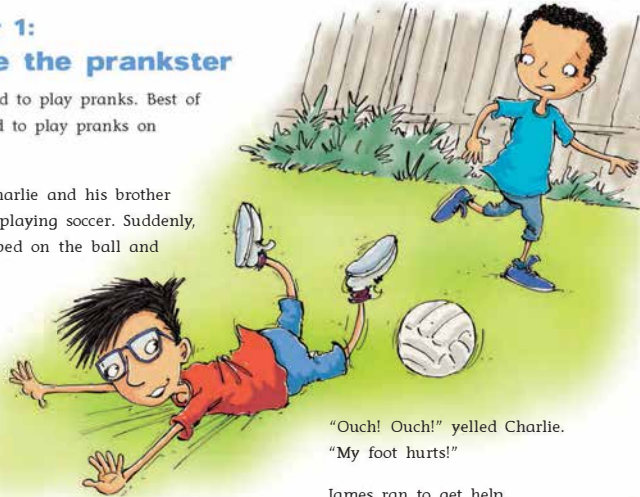
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Chapter 2:	
One last prank	10
Chapter 3:	
You can't fool us!	14
Chapter 4:	
Charlie's promise	22

Chapter 1: Charlie the prankster

Charlie loved to play pranks. Best of all, he loved to play pranks on his family.

One day, Charlie and his brother James were playing soccer. Suddenly, Charlie tripped on the ball and fell down.



"Ouch! Ouch!" yelled Charlie.
"My foot hurts!"

James ran to get help.

Charlie's mum came running.
She gently felt his foot.

Then Charlie smiled . . .

"Ha, ha! I fooled you!" he said.



"That's not funny, Charlie,"
said his mum. "Don't say you've hurt
yourself when you haven't. One day
you will get hurt and no one will
believe you."

But Charlie wasn't listening.

The next day, Charlie and James
were helping Dad to make dinner.

"Ouch!" yelled Charlie.
"I've cut my finger!"



"Press down on the cut," said Dad.
"That will stop the bleeding."

Dad washed Charlie's finger . . .



"Ha, ha!" said Charlie. "I fooled you!"

"That's not funny," said Dad.
"One day you will get hurt and
no one will believe you."

Chapter 2: One last prank

The next week, Charlie and James were visiting their grandmother.

"Just one last prank," said Charlie.
"This will be my best prank ever!"

Charlie put some fake skin on his leg.



10



"Ouch!" yelled Charlie.
"Something has bitten me."

Grandma looked at Charlie's leg.
There were little red lumps all over it.
Grandma put an ice pack on his leg.

11

"Ouch! Ouch! Ouch!" said Charlie.
"My leg still hurts!"

"I'm taking you to the doctor, Charlie,"
said Grandma.

When the doctor pulled the fake skin off
his leg, Charlie tried not to smile . . .



12



but the doctor didn't smile.
"Charlie, one day you will really get
hurt and no one will believe you,"
said the doctor.

13

Chapter 3: You can't fool us!

On the weekend, Charlie and his
family went camping. They arrived at
the camping ground and began to set
up camp.



14

"I'll collect wood for our campfire,"
said Charlie.

Charlie ran down the side of the hill.
He tripped and fell down.

15

"Ouch!" yelled Charlie. "My leg hurts."

Back at the camp, everyone could hear Charlie.

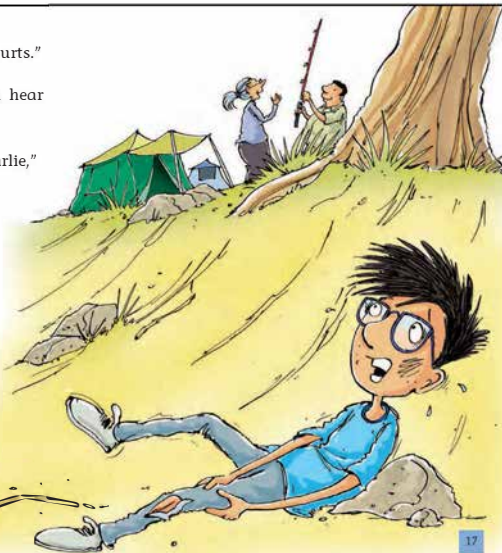
"You can't fool me this time, Charlie," said James.

"You can't fool us either," said Mum and Dad.

"And you can't fool me!" said Grandma.



16



17

"Help! Help!" yelled Charlie.
"I've really hurt my leg. I can't walk."

But still no one came to help Charlie.

"I will have to get back to camp by myself," said Charlie.



18



Charlie dragged himself up the side of the hill.

"James," said Charlie, when he got to the top. "Help me! I'm not pretending this time."

But James was not sure.

19

James looked at Charlie's leg.
There was a big lump on Charlie's leg.

"He's not fooling!" yelled James.

Everyone rushed over to Charlie.
When they saw his leg, they knew that he really was hurt this time.



20

"I think your leg is broken," said Mum.

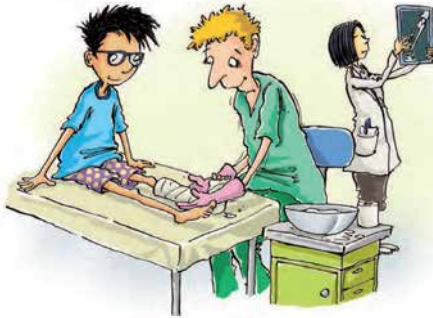
"We will have to take you to hospital right now!" said Dad.



21

Chapter 4: Charlie's promise

At the hospital, the doctor took an X-ray of Charlie's leg. It was broken.



Then the doctor put a cast on his broken leg.

22

"You're lucky that James believed you," said Dad.

"Yes, because we didn't," said Mum.

"I'm sorry," said Charlie. "I promise I will never pretend that I am hurt ever again."

And he never did . . .



23

But Charlie didn't promise to stop playing pranks!



FLYING START TO LITERACY

LEVEL EMERGENCY STAGE	EMERGENCY STAGE	LEVEL STAGE	EMERGENCY STAGE	LEVEL STAGE	EMERGENCY STAGE	LEVEL STAGE	EMERGENCY STAGE	LEVEL STAGE	EMERGENCY STAGE
1	2	3	4	5	6	7	8	9	10

Level 15 Paired books

Motorcycles	A New Job For Stan
When Lions Hunt	Rory's Dance
Animal Smells	Angus Cleans Up
Sticky and Dangerous Plants	Looking After Scotty
Amazing Snakes	The Snake Olympics

Level 16 Paired books

Ouch! That Hurts	That's Not Funny, Charlie!
Flamingos	Ruby in the Middle
Living Near a Volcano	Volcano Alert!
Nadli's New Life	Gasari's Herd
Message Sent	Saving Dad

Level 17 Paired books

To the Rescue	Super Sam
Surviving in the Frozen Forest	How Moose Learned to Swim
My Soccer Diary	The Leaping Lions
Fun Food to Make and Eat	The Queen's New Chef
Deep in the Sea	A Deep Sea Adventure

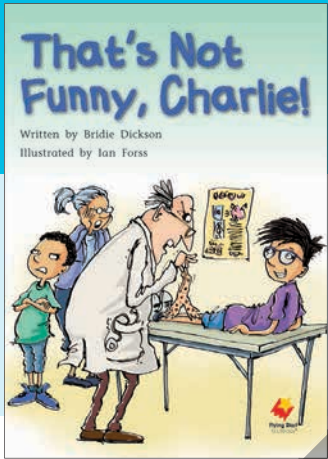
Level 18 Paired books

You Can Make a Difference!	Save the Sea Otters!
Desert Elephants	Brother Elephant
Cleaning Up Our Wetland	The Baby Swans
Ice Swimmers	The Lucky Fishing Hat
Robots Today, Robots Tomorrow	Robots Run Riot

Lesson Plans



Ouch! That Hurts explains what happens when you hurt yourself and what to do for broken bones, cuts, stings and burns.
Running words: 388
Text type: Explanation/ procedure



Charlie loves playing pranks. But when Charlie breaks his leg, no one believes him. Has Charlie played one too many pranks?
Running words: 531
Text type: Narrative

Content vocabulary

allergic reaction bandage believe bleeding blister blood bone broken burn clotting cut doctor fool/ed fracture germs hospital hurt/s ice pack lump/s medicine ouch pain painful pranks scar sting sunburn swelling X-ray

Phonics

- Distinguishing between the long and short /o/ sounds
- Identifying the “ou” vowel digraph as in *ouch*

Text features

Ouch! That Hurts

- Contents page, headings and sub-headings
- Dot points and fact boxes
- Summary chart organises key content

That's Not Funny, Charlie!

- Illustrations support and extend the plot
- Third-person narrative with dialogue


Reading strategies

- Linking fact boxes and text information
- Making connections

ELL support	Key concepts	Curriculum links
<ul style="list-style-type: none">• Headings and sub-headings signal content.• Photographs and illustrations support new vocabulary and the story.	<ul style="list-style-type: none">• The body heals itself after an injury.• Different injuries have different symptoms.• When you are injured you need help from adults.• Pretending to be hurt is not a good prank.	<ul style="list-style-type: none">• Health and Physical Education: The body• Health and Physical Education: Relationships

Activity card

Medical memory


- 
1. Cut out the cards below.

2. Join with a partner. Spread out all of your cards, face down.

3. Take turns to turn two cards over. If the cards are a pair (the injury matches the "What to do" points), keep them and have another turn.

4. When all the cards have been matched, count how many pairs you have. The winner is the player with the most pairs.


Broken bone



What to do

- Keep the broken bone still.
- Tell an adult.
- Go to the doctor.


Cut



What to do

- Press on the cut.
- Tell an adult.
- Clean with water.
- Cover with a bandage.


Sting



What to do

- Tell an adult.
- Put ice on the sting.

Burn



What to do

- Tell an adult.
- Run cool water over the burn.

NOT TO SCALE

Flying Start to Literacy Ouch! That Hurts/That's Not Funny, Charlie!



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Blackline master

Contractions

Write all the contractions from *That's Not Funny, Charlie!* in the box below.

Draw a line to match the words to the correct contraction.

was not		you've	have not		can't
you are		he's	I have		don't
I will		you're	did not		haven't
I am		wasn't	it is		I've
he is		I'm	cannot		it's
you have		I'll	do not		didn't

Write a sentence with a contraction in it.

Assessment

Can the student identify contractions and use them appropriately?

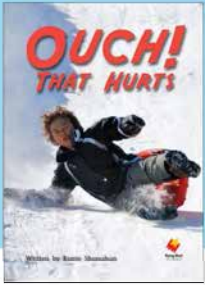
Can the student match words to the correct contraction?

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NOT TO SCALE

Lesson 1 Ouch! That Hurts



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Has anyone ever broken a bone?* Count the number of students who have and record this as a list. Repeat for burns, stings and cuts. Discuss the results.

★ Give students time to talk in small groups about an injury that they have had. Make a list of the words related to each injury and getting better. Ask: *What happened? What happened next? Did it take long to get better?* Encourage students to talk about the events in the order that they occurred.

Vocabulary building

★ As needed, introduce the vocabulary from the book. Ask pairs of students to fold a piece of paper into four and add the headings “Broken bones”, “Cuts”, “Stings” and “Burns” to each segment. Have the pairs brainstorm and list words related to each injury. Ask students to share their lists.

Introducing the book

Give each student a copy of the book. Say: *This book is called Ouch! That Hurts. It explains what happens when you injure yourself. The four types of injuries it discusses are broken bones, cuts, stings and burns.* Have students browse through the book. Ask: *What are the chapter headings? What will each chapter be about? What headings does each chapter have? What else have you noticed about the book?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. For example, ask the student to read the fact box before turning the page. Ask: *How is the information in the fact box linked to the information in the text? Why has it been put in a fact box?*

After reading

Talking about the book

Ask students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text.

What should you do if you burn yourself? (Literal)

Why is it important to tell an adult when you are hurt? (Inferential)

What would you do if you thought you had broken your arm? (Synthesising)

Do all adults know what to do when someone is injured? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *When you read the fact box, it gave you more information about the topic. Well done. It's important to read all of the information on a page in factual texts.*

Returning to the book

Provide multiple opportunities for students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Have small groups read the book, with each student reading a particular section (Introduction, What to do, Getting help, What happens next?, fact boxes) in each chapter. Remind students to read fluently.

Word work

Phonics

Write the word *ouch*. Ask: *What letters make the /ow/ sound in this word?* Brainstorm a list of words with this sound. Invite students to underline the letters that make the sound in each word.

Exploring words

Refer to page 4 and read the sentence: *Sometimes, your body gets hurt.* Explain that it is a simple sentence with one main idea. Read the sentence: *You can help your body to get better by looking after it.* Explain that this is a complex sentence. It has one main idea plus extra information. Have students work with a partner to identify and read out simple and complex sentences from the book.

Writing

★ Model writing a recount about a time you or someone you know got injured. Include an opening statement that sets the scene of the incident (who, when, where, what). Continue writing about the series of events that happened in the order that they occurred.

Have students write a recount about a time when they injured themselves or when they saw someone else get injured.

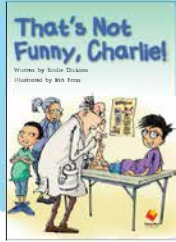
Sharing and presenting

Have students use an audio recording device to record themselves reading their recounts. Play the recordings back to the class.

★ These activities are also suitable for English Language Learners (ELL).

NOT TO SCALE

Lesson 2 That's Not Funny, Charlie!



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Have you ever played a prank on someone? What did you do? Was it funny?* Provide time for students to share their experiences. Ask: *Is there such a thing as a bad prank?* Discuss students' responses.

★ Explain what a prank is. Say: *When someone does a prank, they make other people believe something that isn't true. The reaction of the person who has been pranked is sometimes very funny and can make others laugh.*

Vocabulary building

★ As needed, introduce the vocabulary from the book. Give clues about several of the key words from the book (e.g. *doctor, X-ray, hospital*). For the word *prank*, you could say: *This means you have made someone believe something that isn't true. It can be funny.*

Introducing the book

Give each student a copy of the book. Say: *That's Not Funny, Charlie! is about a boy called Charlie who loves playing pranks. He fools his family many times by pretending to be hurt. What might happen if he really hurts himself?* Discuss responses. Give students time to read the contents page and browse through the book.

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Say: *What has Charlie already done to make his mother angry? Why does she think Charlie is pretending? Remember, knowing what has already happened to the characters helps you to know what might happen next.*

After reading

Talking about the book

Ask students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text.

How did Charlie break his leg? What happened when his family realised his leg was badly hurt? (Literal)

Why didn't Charlie's family believe him when he said he had hurt his leg? (Inferential)

Would you play any of the pranks that Charlie played in this book? Why or why not? (Synthesising)

Would all people get cross at Charlie's pranks? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *I like the way you make connections between what Charlie has done already in the story and why characters are now acting a certain way. Well done. This shows you understand what you are reading.*

Returning to the book

Provide multiple opportunities for students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Have students perform a readers' theatre by reading out parts from the book. Encourage them to read dialogue as if they were the character speaking.

Word work

Phonics

Write the words *broken* and *hospital*. Ask: *Which word has the short /o/ sound? Which word has the long /o/ sound?* Draw up a T-chart with the headings "Long /o/" and "Short /o/." Ask: *What words can I list on this chart?*

Exploring words

Refer students to page 7. Ask: *Which words are contractions? How do you know they are contractions?* Draw out that the apostrophe shows that the word is a contraction – two words shortened into one. Students could complete the Blackline master to explore other contractions in the book.

Writing

★ Model writing an opinion piece about Charlie's pranks. For example, say: *I am going to write about my opinion of the pranks Charlie played. I will then write my reasons for having this opinion.* (e.g. In my opinion, Charlie's pranks were not funny. They wasted people's time and they made people worry for no reason. The main reason they weren't funny was because when Charlie really hurt himself no one believed him.)

Ask: *What could Charlie's next prank be? Would it be a funny prank or would things go wrong?* Discuss students' ideas. Have students use these ideas to write a story about Charlie's next prank.

Sharing and presenting

Have students share their stories in small groups.

Talk about the pair

Ask: *What things should you do if you are with someone who gets hurt?* Discuss students' responses. Have small groups of students do a role-play about someone getting injured

and what to do. Students can work further with the books by completing the Activity card provided.

Your next steps

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