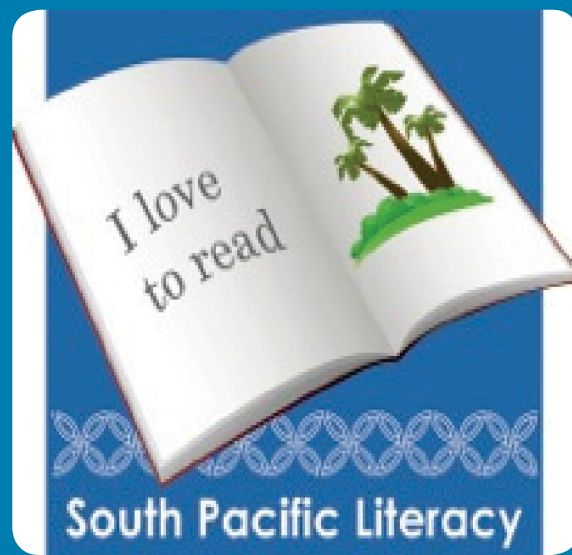


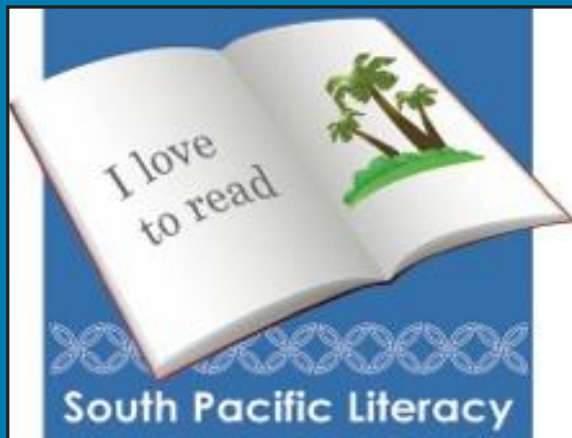
South Pacific Literacy

“ A Dedicated Pacific Literacy Series ”



Read Pacific Limited

customers@readpacific.co.nz



Welcome to Read Pacific's South Pacific Literacy

2015/2016

South Pacific Literacy is an 8 step levelled reading programme developed in consultation between Read Pacific Ltd and Lioncrest Education.

The comprehensive range of both fiction and non-fiction levelled readers included in the South Pacific Literacy programme have wherever possible, been selected because of their particular relevance to Pacific Island students. A varied range of text types are featured - including Recount, Questioning and Narrative texts

Reading Levels 0 to 30 are included and the selected levelled readers have been chosen from the following 3 Literacy Programmes:

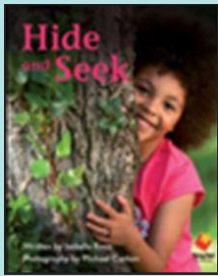
1. Flying Start To Literacy Programme
2. Engage Literacy Programme
3. Collins Big Cat Reading Programme



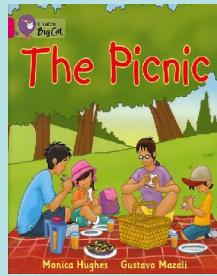
South Pacific Literacy's 8 Step Reading Programme - With 8 Readers for each step for Years 0 (K) to Year 6

STEP 1 - EARLY EMERGENT	<ul style="list-style-type: none"> * Establishes a full range of concepts about print * Introduces common stems and key vocabulary * Introduces the first 26 high-frequency words * Focuses on phonemic awareness and introduces letters & common sounds
STEP 2 - EMERGENT	<ul style="list-style-type: none"> * Introduces phonologically regular vocabulary: all words with short vowels * Revisits and extends high-frequency words * Re-uses key vocabulary
STEP 3 - EARLY READING	<ul style="list-style-type: none"> * New phonologically regular vocabulary is carefully introduced * Key vocabulary is revisited * High-frequency words are revisited and extended
STEP 4 - TRANSITIONAL READING	<ul style="list-style-type: none"> * New, phonologically regular vocabulary is carefully introduced * Language structures become more complex * High-frequency words are revisited and extended
STEP 5 - EARLY FLUENT	<ul style="list-style-type: none"> * Increased complexity of concepts * Phonologically regular words now include more complex vowel combinations
STEP 6 - FLUENT	<ul style="list-style-type: none"> * Vocabulary now includes less common letter combinations * Increased conceptual load * More complex language structures
STEP 7 - FLUENT PLUS	<ul style="list-style-type: none"> * Increased conceptual load with some less familiar content * More specialised and technical language * Increased range of text and language features
STEP 8 - ADVANCED FLUENT	<ul style="list-style-type: none"> * New and unfamiliar content * Language is designed to increase technical language comprehension

Early Emergent Reading Stage - STEP 1



#SPL101



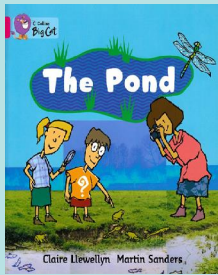
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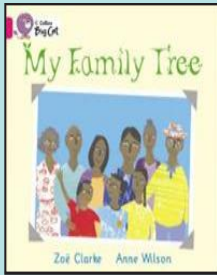
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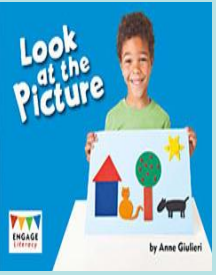
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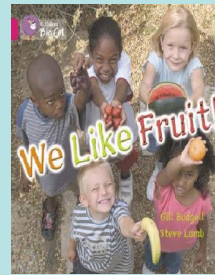
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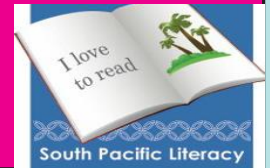


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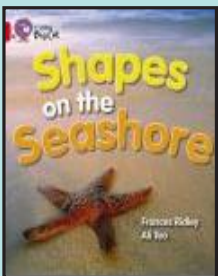
This early emergent step is aimed at your youngest readers. The books at this step have been specially chosen to introduce emergent readers to building their literacy skills. The books are designed to keep young children interested and engaged. The pictures for each reader reinforce and help further embed vocabulary.

The collection includes a range of both fiction and non-fiction readers.

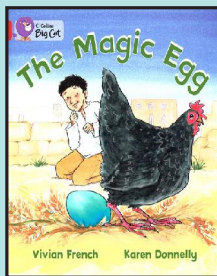
- Establishes a full range of concepts about print.
- Introduces common stems and key vocabulary.
- Introduces high frequency words.
- Focuses on phonemic awareness and introduces letters and common sounds.



Emergent Reading Stage - STEP 2



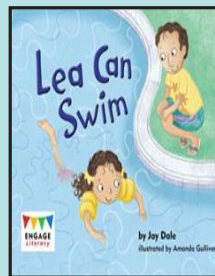
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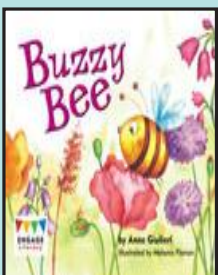


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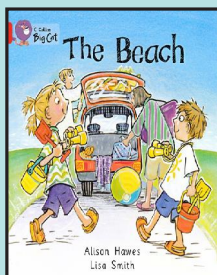
Step 2 for emergent readers follows on from Step 1 by further developing young readers phonemic awareness through **common letter and word sounds**. The books have been chosen based on high interest themes with the aim of stimulating and engaging young minds.

The collection includes a range of both fiction and non-fiction readers.

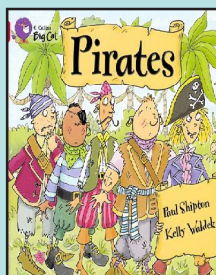
- Introduces phonologically regular vocabulary.
- Revisits and extends high-frequency words.
- Re-uses key vocabulary.



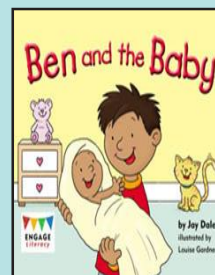
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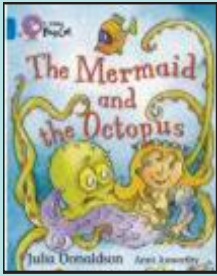
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#SPL208



Early Reading Stage - STEP 3



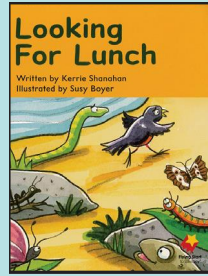
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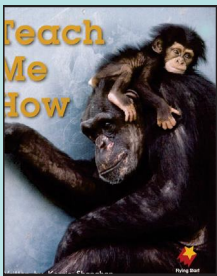
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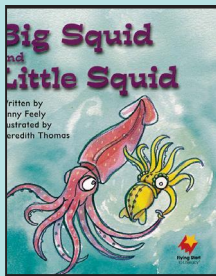
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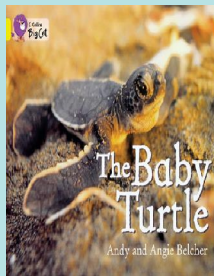
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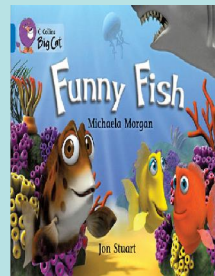
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#SPL306



#SPL307

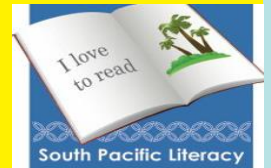


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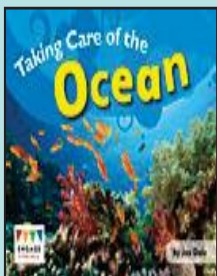
Step 3 is designed for early readers and **makes use of a range of different types.** South Pacific Literacy makes use of a range of text types including, reports, narratives, explanations, recounts and **procedure text styles.** The texts are also designed to be of interest to all readers, boys and girls.

The collection includes a range of both fiction and non-fiction readers.

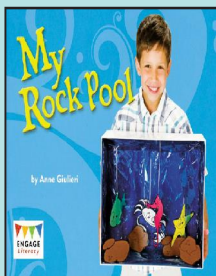
- New, phonologically regular vocabulary is carefully introduced.
- Key vocabulary is revisited.
- High frequency words are revisited and extended.



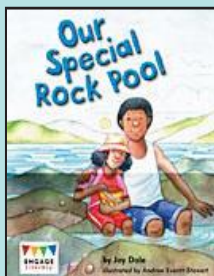
Transitional Reading Stage - STEP 4



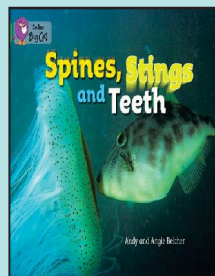
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#SPL402



#SPL403



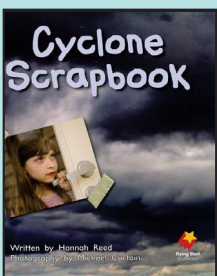
#SPL404

Step 4 is designed for young early readers who are making the transition **into more fluent literacy levels.**

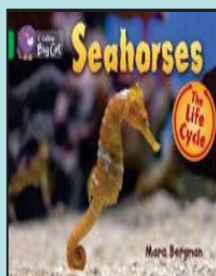
The texts have been written by renowned and experienced authors resulting in high quality books which are ideal for an early literacy programme.

Non-fiction texts included in this level include science and geography for maximum interest and engagement.

The collection includes a range of both fiction and non-fiction readers.



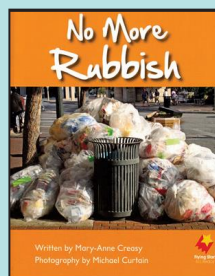
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#SPL406



#SPL407

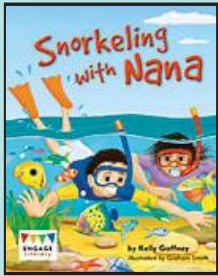


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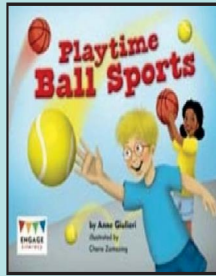
- Vocabulary is introduced and reinforced throughout the levels.
- Language structures become more complex.
- High frequency words are revisited and extended.



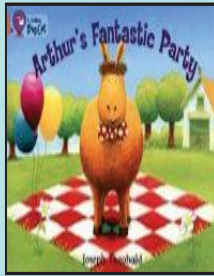
Early Fluent Reading Stage - STEP 5



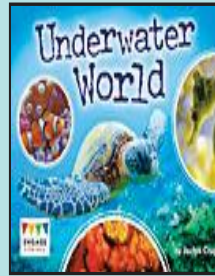
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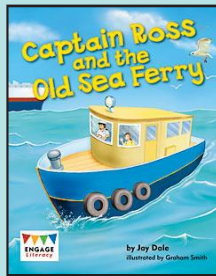
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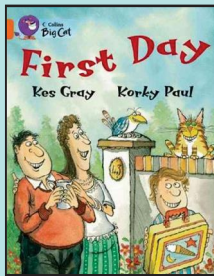
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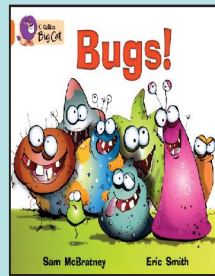
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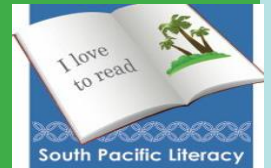


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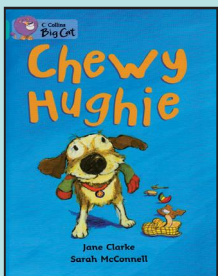
Step 5 takes young readers into a new range of more complex concepts and texts. The readers are stimulating texts with engaging illustrations and photography which provide discussion points which will in turn help further develop oral language and listening skills. Once again a range of texts types are included across the collection.

The collection includes a range of both fiction and non-fiction readers.

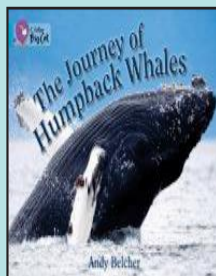
- Increased complexity of concepts
- Phonologically regular words now include more complex vowel combinations.



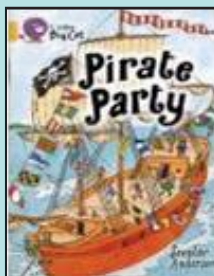
Fluent Reading Stage - STEP 6



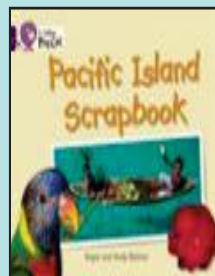
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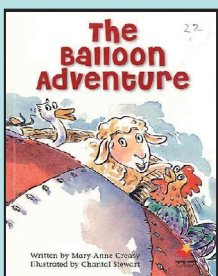
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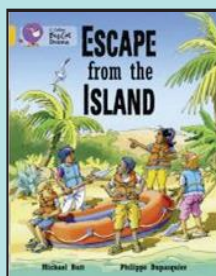
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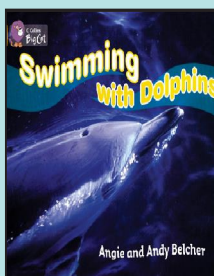
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#SPL605



#SPL606



#SPL607



#SPL608

Step 6 is a reading stage for your fluent readers. The texts used at this stage incorporates vocabulary which has less common letter combinations and makes use of increased conceptual loads to further develop your students comprehension skills. More complex language structures are also introduced at this stage to encourage further literacy development.

- The texts are relevant to young readers and are of interest to both boys and girls.
- Books are engaging visually and many include humorous stories to keep your students focussed.
- A great range of text types with different structures and text features.



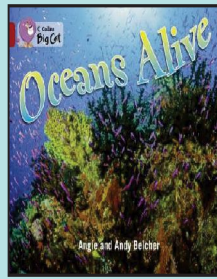
Fluent Plus Reading Stage - STEP 7



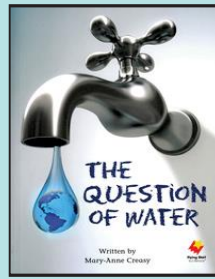
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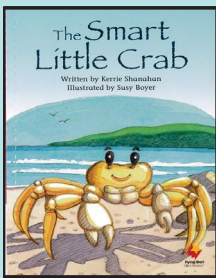
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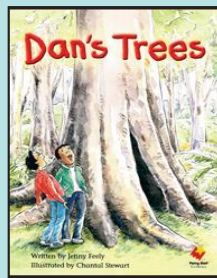
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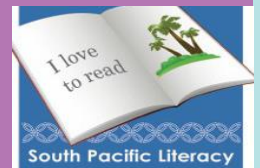


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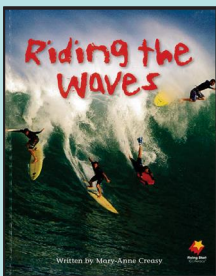
The range of text types, different structures and text features at Step 7 build on readers existing strategies and further develop them for texts that have a new or different purpose. The range of text types, in particular narrative and informative provide models of writing for readers. A great progression of texts are offered as readers develop and advance through the literacy steps.

The collection includes a range of both fiction and non-fiction readers.

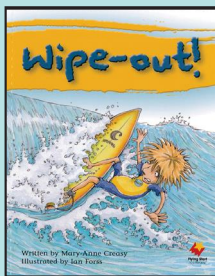
- Increased conceptual load with some less familiar content.
- More specialised and technical language.
- Increased range of text and language features.



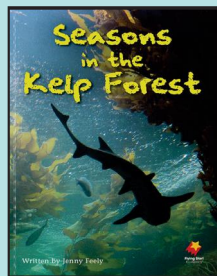
Advanced Fluent Reading Stage - STEP 8



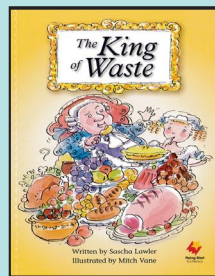
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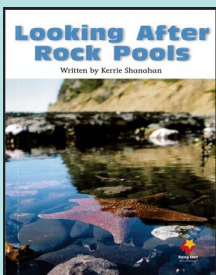
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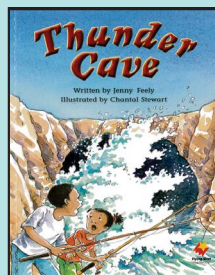
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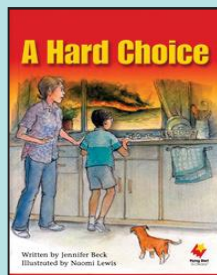
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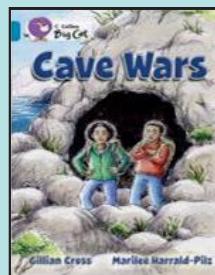
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#SPL806



#SPL807



#SPL808

At Step 8 there is systematic and explicit sequencing of phonemic awareness and phonics. South Pacific Literacy is a comprehensive core early literacy programme that supports systematic development of reading strategies and skills for your students.

The collection includes a range of both fiction and non-fiction readers.

- New and unfamiliar content.
- Language is designed to increase technical language comprehension.
- A varied range of texts and language features are used to further develop reading and language skills at this advanced stage.





Here at Read Pacific we have developed the South Pacific Literacy Programme with Pacific students as our focus. In addition to the 8 step levelled reading programme, South Pacific Literacy, Read Pacific would also like to offer you a further range of readers and resources to enhance your reading programmes.

* We also have available a range of the ever popular Joy Cowley books. We have a selection of Joy Cowley's "Mrs Wishy Washy" big books which are a fantastic resource for shared reading and follow on activities. Read Pacific can also offer you a range of Joy Cowley's class readers for ages 5-7 or reading levels 3 - 14.

* The "Pacific Science" series is a dedicated series for students learning about the Pacific and each book is written by Pacific authors and illustrators. These 10 titles by Pacific authors and illustrators reflect different aspects of Pacific life and are designed to motivate young readers and build their reading confidence.

* The "Dragonflies Literacy" series ranges across reading levels 2 -19 and aims to develop fluency, comprehension, vocabulary and phonemic awareness. These readers are highly engaging and a fantastic addition to your literacy programme as they feature some classic characters and tales.

* Included in our catalogue are the "Reading Boxes". This fantastic resource is available in four different levels. These reading boxes include a varied range of text types and allow for totally individualised learning. The boxes are also self-managing for students. This resource employs a varied range of literacy skills to engage and motivate all readers, even the more reluctant of students. A range of strategies and interesting topics have been employed to motivate and stimulate both boys and girls.

We would like to take this opportunity to thank you for your continued support of Read Pacific. Please feel free to contact us at any time with your queries or any additional support for your literacy programme. Best wishes for a successful teaching year.

www.readpacific.co.nz

Welcome to the Joy Cowley Collection

We are proud to add to our collection titles written by critically acclaimed children's author
Joy Cowley.

KEY FEATURES

- * An excellent foundation for early readers aged 5-7.
- * Quality fiction titles from respected children's author Joy Cowley; students will love the engaging characters and rhythm featured in each story.
- * Easy to incorporate into any current reading programme providing Shared, Guided and Independent Reading opportunities for the whole class.
- * Engaging stories and illustrations created by New Zealand's best for children.
- * Positioned between levels 8-20.
- * Teacher's notes are included on the inside back covers of both the Small Books and Big Books. These notes were written by New Zealand RT: Lits and are aligned to the Literacy Learning Progressions, which are the basis of the National Literacy Standards.

THE JOY COWLEY CLUB: WISHY-WASHY

AGES 5-6

BIG BOOKS



Level 2
#WW101



Level 3
#WW102



Level 3
#WW103



Level 4
#WW104

We present the ever popular Wishy-Washy **BIG BOOKS** written by Joy Cowley. These big books are suitable for ages 5-6 and are a great addition to your classroom for shared

THE JOY COWLEY CLUB: JUNIOR SERIES

AGES 5-6

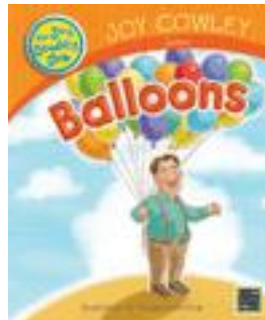
CLASS READERS



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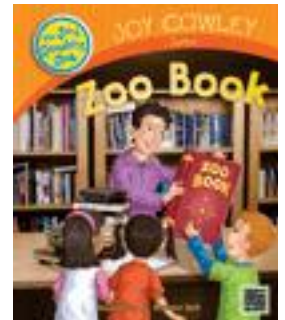
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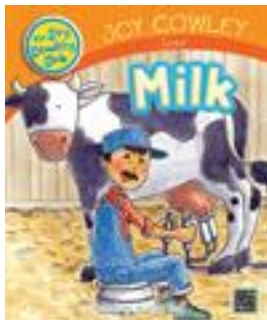
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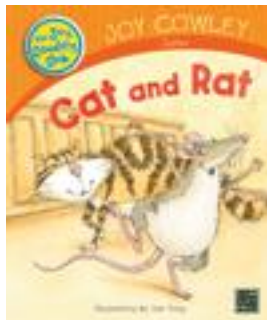
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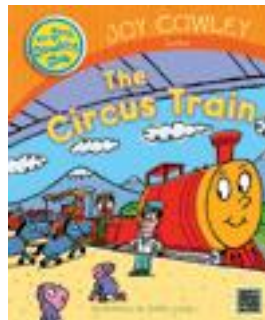
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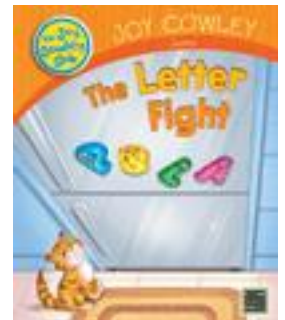
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#JCC8



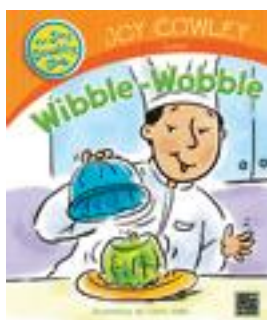
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#JCC10



#JCC11



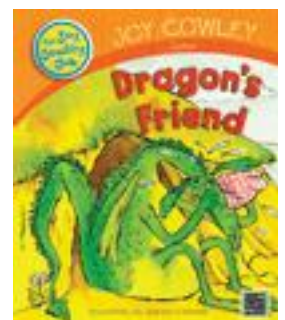
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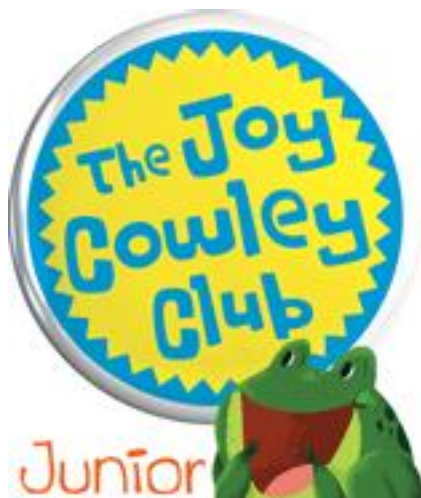
#JCC13



#JCC14



#JCC15



The Joy Cowley Club: Junior is carefully designed to build children's literacy skills. Readers are provided with different subjects and illustration styles while they are in the early stages of literacy. These entertaining books contain what Joy Cowley calls 'story magic'. Every book is a real story with a beginning, middle, and end. Ages 5-6. Literacy Levels 3-9.

THE JOY COWLEY CLUB: BIG BEAR AND LITTLE BEAR

AGES 5-6

CLASS READERS



#JCBB1



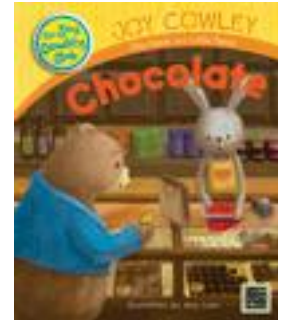
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#JCBB3



#JCBB4



#JCBB5



#JCBB6



#JCBB7



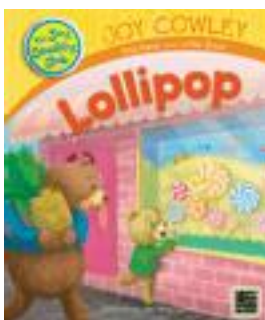
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#JCBB9



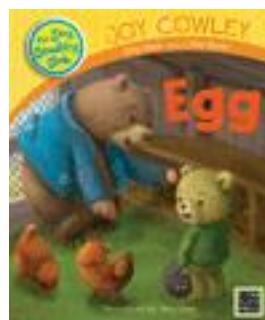
#JCBB10



#JCBB11



#JCBB12



#JCBB13



#JCBB14



#JCBB15

The Joy Cowley Club: Big Bear and Little Bear Enjoy the charming exploits of Big Bear and Little Bear as they learn about the world around them, and help your young readers expand their world. World renowned children's author Joy Cowley has used her many years of experience to create texts that both empower and delight the reader, with beautiful picture book quality illustrations. Ages 5-6, Literacy Levels



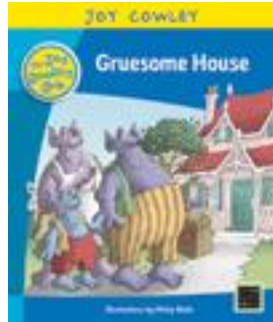
THE JOY COWLEY CLUB: SET 1

AGES 5-7

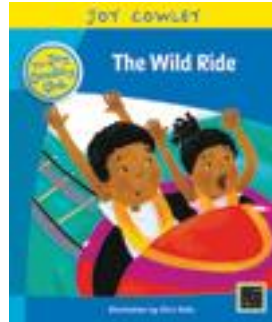
CLASS READERS



#JCC101



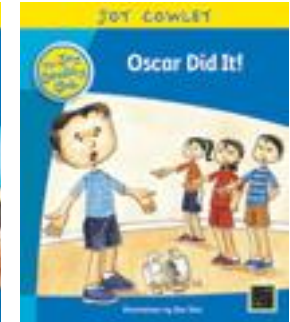
#JCC102



#JCC103



#JCC104



#JCC105



#JCC106



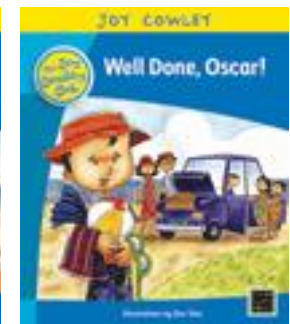
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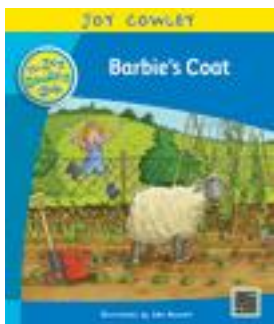
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#JCC109



#JCC110



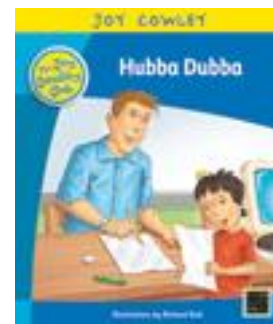
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#JCC112



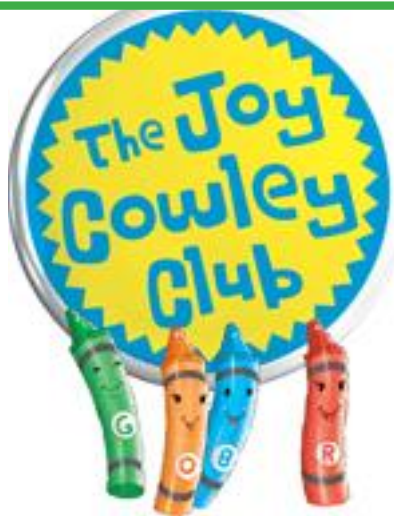
#JCC113



#JCC114



#JCC115



The Joy Cowley Club: Set 1 features trios of stories about all-new exciting characters, such as Anna and her "wild" lamb Barbie—a family of friendly ogres called the Gruesomes—a big brother and a wise little sister who visit a fun fair—and the classroom equipment that comes to life after school is finished for the day. Featuring vibrant, contemporary illustrations, read these books and discover how Joy Cowley

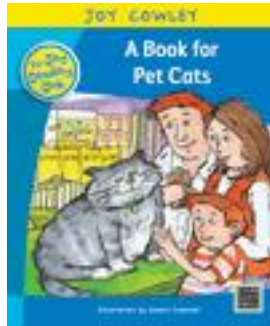
THE JOY COWLEY CLUB: SET 2

AGES 5-7

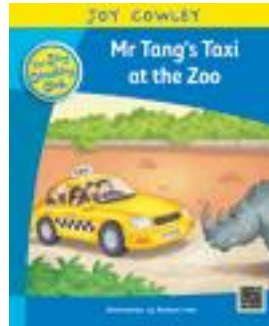
CLASS READERS



#JCC201



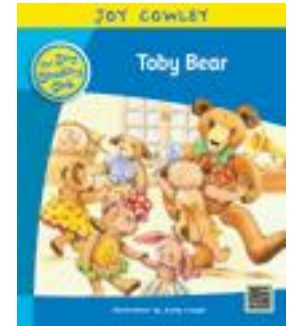
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#JCC203



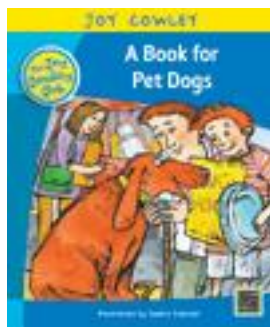
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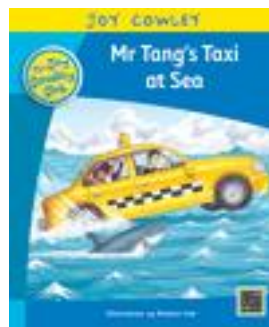
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#JCC206



#JCC207



#JCC208



#JCC209



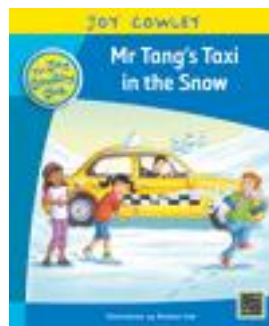
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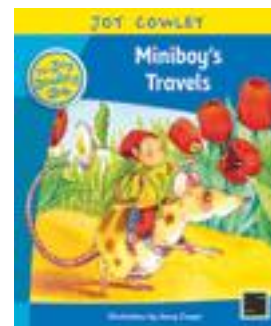
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#JCC212



#JCC213

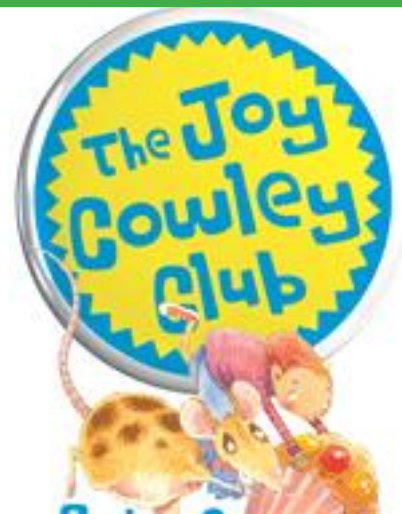


#JCC214



#JCC215

The Joy Cowley Club: Set 2 is published as trios of stories. Enjoy the second instalment of the classroom equipment that comes to life, advice for pets on how to live with humans, the exciting escapades of Mr Tang and his special taxi, the adventures of Miniboy and his pet horse Mousie, and the teddy bears who live in a toy museum. Levels 10-14.



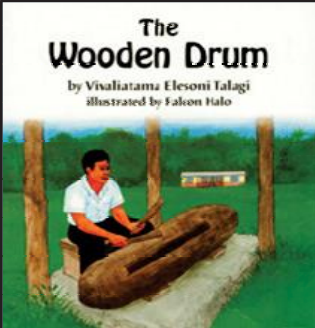
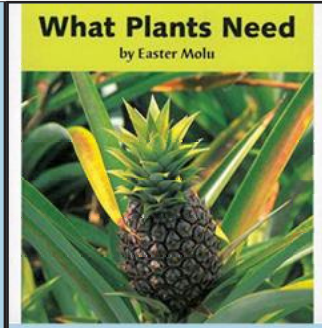
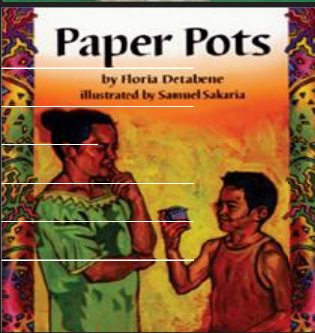
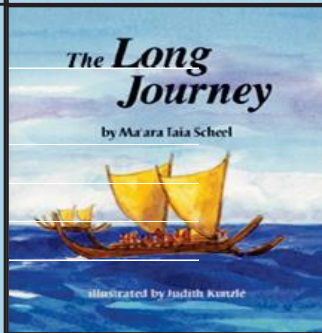

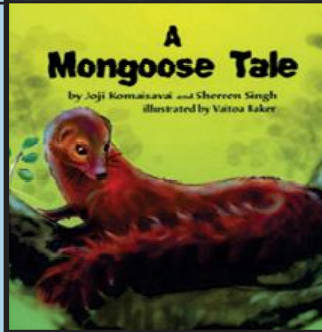
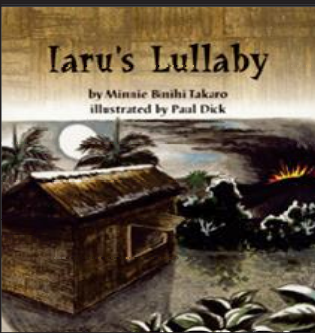
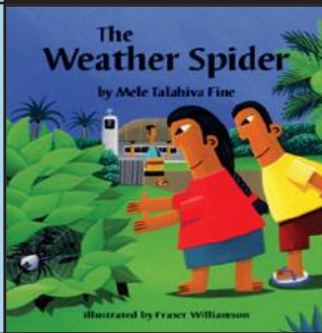


Pacific Science

Learning about life in the Pacific

Explore what it means to live in the Pacific, using the simple, engaging and relevant topics of the Pacific Science series. Your students will enjoy learning about the different cultures - maybe aspects of their own culture that are featured in these original texts.

These 10 titles by Pacific authors and illustrators reflect different aspects of Pacific life and are designed to motivate young readers and build their reading confidence.

Pacific Science is ideal for students who are learning about the Pacific, of Pacific ancestry and reading at the early or fluency level.

	<p>The Wooden Drum #PS1</p> <ul style="list-style-type: none"> * Niue * Author: Vivaliatama Elesoni Talagi * Guided Reading Level 22 * Page Count 12 		<p>What Plants Need #PS2</p> <ul style="list-style-type: none"> * Tuvalu * Author: Easter Molu * Guided Reading Level 4 * Page Count 8
	<p>Paper Pots #PS3</p> <ul style="list-style-type: none"> * Nauru * Author: Floria Detabene * Guided Reading Level 21 * Page Count 12 		<p>The Long Journey #PS4</p> <ul style="list-style-type: none"> * Cook Islands * Author: Ma'ara Taia Scheel * Guided Reading Level 24 * Page Count 16
	<p>Moon Moon #PS5</p> <ul style="list-style-type: none"> * Kiribati * Author: Karabi Bate Tioti * Guided Reading Level 13-14 * Page Count 8 		<p>A Mongoose Tale #PS6</p> <ul style="list-style-type: none"> * Fi * Author: Joji Komaisavai and Shereen Singh * Guided Reading Level 16 * Page Count 8
	<p>Laru's Lullaby #PS7</p> <ul style="list-style-type: none"> * Vanuatu * Author: Minnie Binihi Takaro * Guided Reading Level 22 * Page Count 8 		<p>The Weather Spider #PS8</p> <ul style="list-style-type: none"> * Tonga * Author: Mele Talahiva Fine * Guided Reading Level 17 * Page Count 8
	<p>Hunting the Moon #PS9</p> <ul style="list-style-type: none"> * Solomon Islands * Author: Joylene Liolea 		<p>Black Sock Swamp #PS10</p> <ul style="list-style-type: none"> * Samoa * Author: Emma Kruse Vaai

Dragonflies Literacy

An early reading programme for children in the primary years,
with coverage of Key Language Areas.

COMPREHENSION

- High-interest stories with plot and character development and strong visual appeal
- Familiar characters
- Lesson plans focused on developing comprehension skills
- Comprehension blackline master for every book
- *Comprehension assessment for every fluent title*

VOCABULARY

- Semi-controlled vocabulary and gradual introduction of high-frequency words
- Rich texts including both high-and-low frequency vocabulary to support learners of English
- Word level blackline master for every book
- Word cards for emergent and early titles

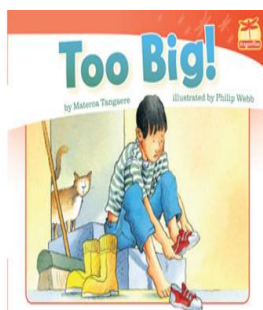
PHONICS AND PHONEMIC AWARENESS

- Lesson plans identify phonological features and support their teaching
- Opportunities to learn about and reinforce knowledge of sounds and letters
- Ideas for instruction and activities that draw children in to paired, group and whole-class talking and listening.

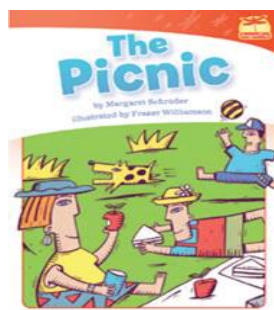
FLUENCY

- Audio support for every student book to develop *fluency and oral language and to build listening skills*
- Engaging stories that children will want to read and listen to again and again.

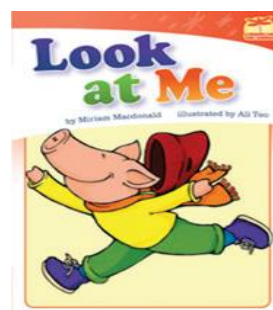
EMERGENT



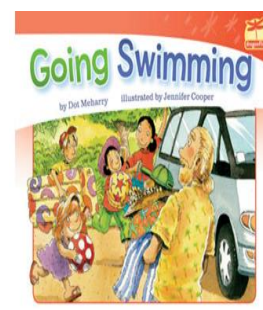
Too Big
Guided Reading Level 2
Page Count 8
#DFEM1



The Picnic
Guided Reading Level 2
Page Count 16
#DFEM2



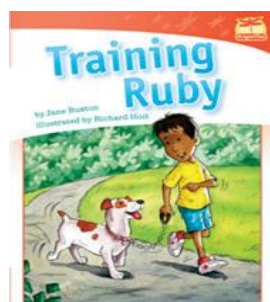
Look at Me
Guided Reading Level 3
Page Count 8
#DFEM3



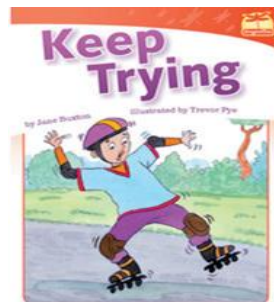
Going Swimming
Guided Reading Level 3
Page Count 8
#DFEM4



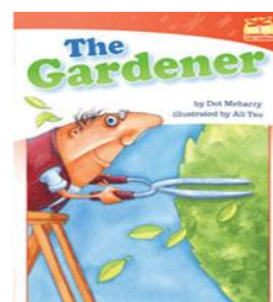
Time for Bed
Guided Reading Level 4
Page Count 12
#DFEM5



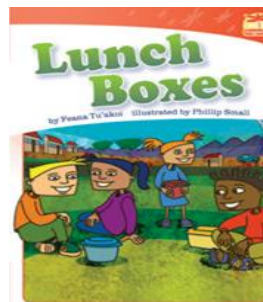
Training Ruby



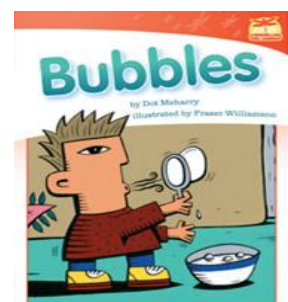
Keep Trying



The Gardener

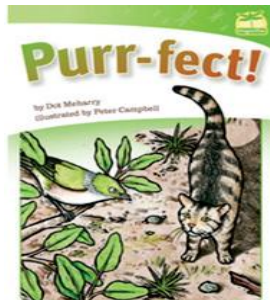


Lunch Boxes

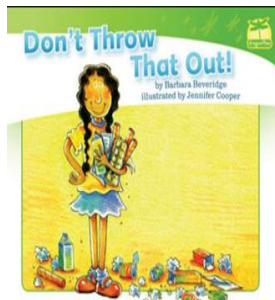


Bubbles

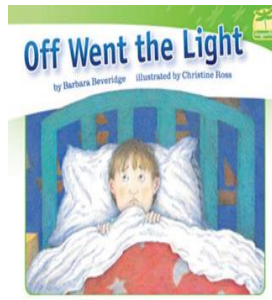
EARI



Purr-fect
Guided Reading Level 7
Page Count 8
#DFE1



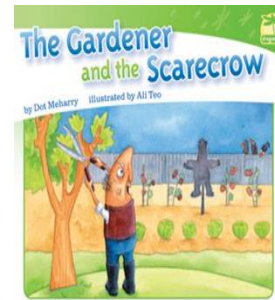
Don't Throw That Out!
Guide Reading Level 7
Page Count 12
#DFE2



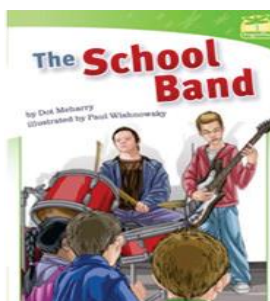
Off Went the Light
Guided Reading Level 7
Page Count 8
#DFE3



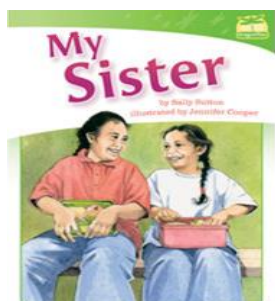
Ling Lee's Surprise
Guided Reading Level 7
Page Count 12
#DFE4



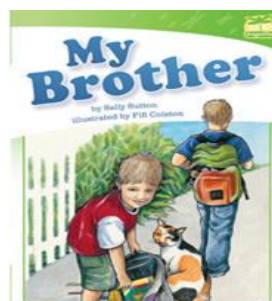
The Gardener and the Scarecrow
Guided Reading Level 8
Page Count 12
#DFE5



The School Band
Guided Reading Level 8
Page Count 12
#DFE6



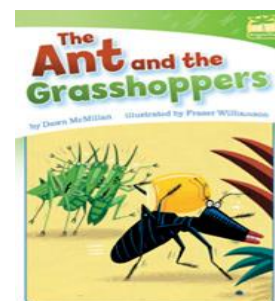
My Sister
Guided Reading Level 8
Page Count 12
#DFE7



My Brother
Guided Reading Level 9
Page Count 12
#DFE8

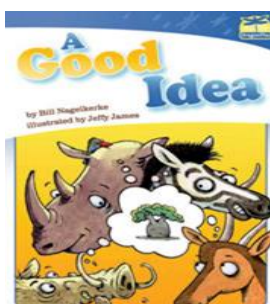


Me and My Dog
Guided Reading Level 12
Page Count 16
#DFE9

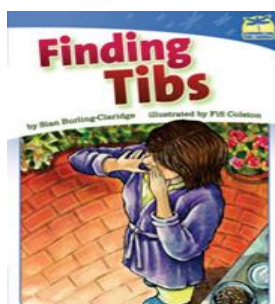


The Ant and the Grasshoppers
Guided Reading Level 12
Page Count 8
#DFE10

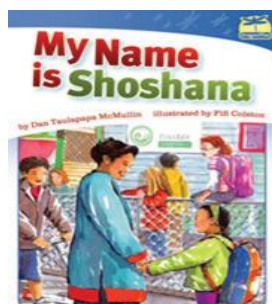
FLUENT



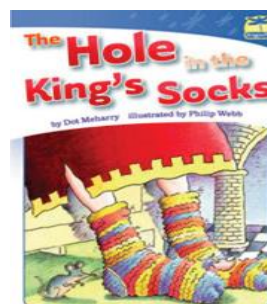
A Good Idea
Guided Reading Level 13
Page Count 16
#DFF1



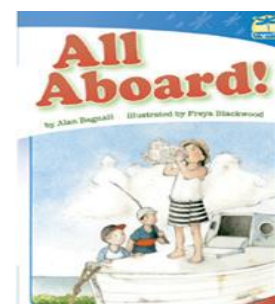
Finding Tibs
Guided Reading Level 13
Page Count 12
#DFF2



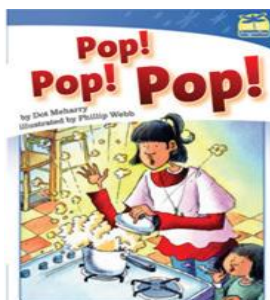
My Name is Shoshana
Guided Reading Level 14
Page Count 16
#DFF3



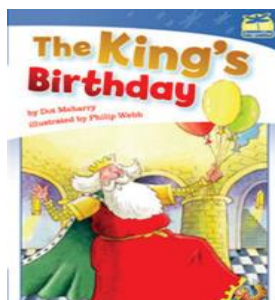
The Hole in the King's Socks
Guided Reading Level 14
Page Count 12
#DFF4



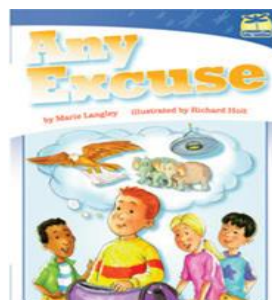
All Aboard!
Guided Reading Level 14
Page Count 12
#DFF5



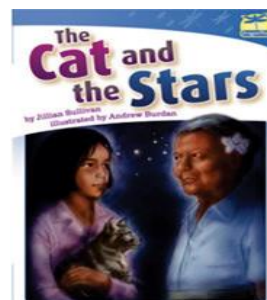
Pop! Pop! Pop!



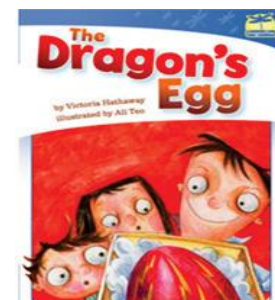
The King's Birthday



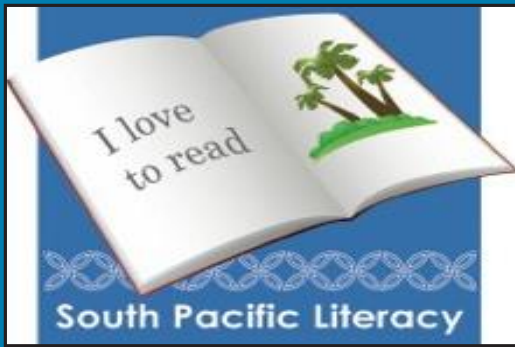
Any Excuse



The Cat and the Stars

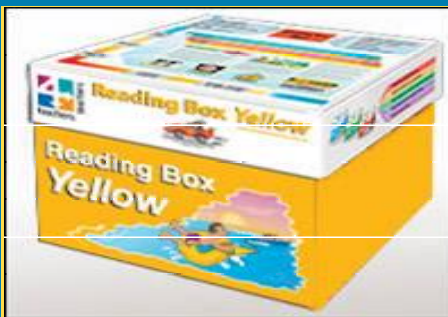


The Dragon's Egg



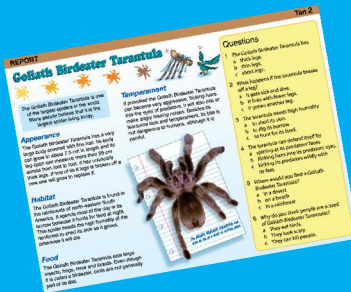
READING BOXES

- * Address the gap between decoding skills and comprehension ability
- * Are great for all readers including reluctant readers
- * Written by experience teachers
- * Allows for totally individualised learning
- * Ask literal, interpretive, inferential and critical questions
- * Are self managing and motivational
- * Provide informative, imaginative and motivational texts
- * Have a simple test to start children



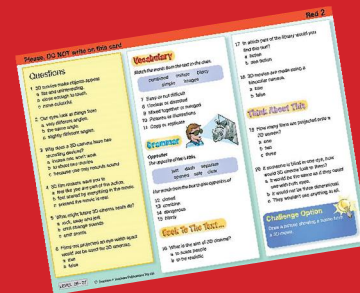
YELLOW

- Levels 6 -27+
- Reading Ages 5.6 to 11
- Suitable for Years 1 and 2
- 150 full colour laminated cards spread over 15 levels



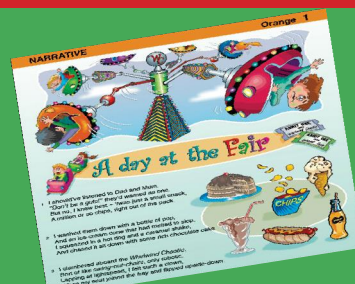
BLUE

- Levels 10 - 30+
- Reading Ages 6 to 12
- Suitable for Years 2 to 4
- 150 full colour laminated cards spread over 15 levels



RED

- Levels 16 to 34+
- Reading Ages 7 to 13.9
- Suitable for Years 4 and 5
- 150 full colour laminated cards spread over 15 levels



GREEN

- Levels 22 to 36
- Reading Ages 8 to 15.5
- 60 Rapid Readers for early finishers
- Suitable for Years 5 to 8
- 144 booklet cards spread over 12 levels

Why did we create the Reading Boxes?

John Walters, a primary school principal, noted the improved decoding skills many students were demonstrating as a result of strong teaching and the implementation of the latest literacy strategies. He was keen to see that the students' reading comprehension skills also kept pace with the improvement in decoding skills

Suggested grade levels.

Each school has individual needs. The grade levels on the front of the brochures are suggested grade levels only.

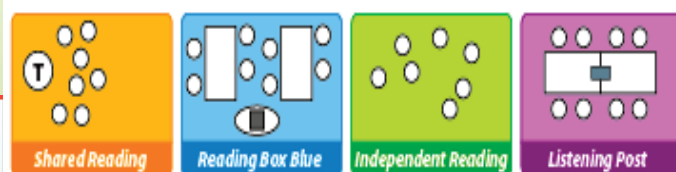
BOXES INCLUDE

- Teacher's folder
- Levelling tests
- Student progress chart
- Answer cards
- Teacher's Manual



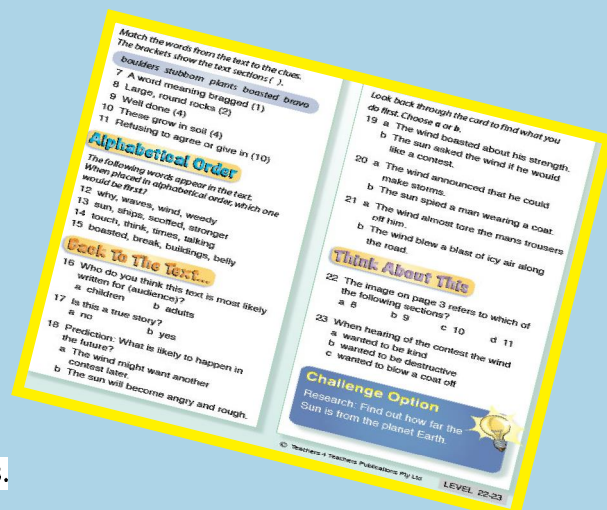
COLOUR	LEVEL	RECOUNT	Mist 9
Sky	10 - 11	<p>Fun at the Zoo</p> <p>Yesterday I went to the zoo with my family. It was great fun.</p> <p>We went on a ferry and the water made the boat rock. My little brother said he felt sick, but I didn't. I was looking at the seagulls. When we got to the zoo there were a lot of people waiting to go inside.</p> <p>The first animal we saw was a great, big elephant. She was just standing near the fence looking at us. Soon, my little brother said he was hungry so Mum bought us some popcorn.</p> <p>After that we saw a tiger. He was lying in the long grass. He looked sleepy.</p> <p>Next we looked at the kangaroos. They were sitting in the shade. Some were scratching themselves with their front paws. Then my little brother said he was still hungry so Mum bought us ice-creams.</p> <p>The monkeys were next. They were swinging from tree to tree. They were really loud and very funny. My little brother poked his tongue out at a monkey and it grabbed his ice-cream through the cage. My little brother cried and I laughed.</p> <p>Soon it was time to leave. We went back on a ferry and my little brother felt sick again. I didn't. I was looking at all the boats.</p> <p>I thought it was great fun at the zoo. I wonder what my brother thought.</p>	<p>Questions</p> <p>1 How did the writer's family get to the zoo? a by car b by boat c by bus</p> <p>2 Who got sick on the way? a Mum b the brother c the writer</p> <p>3 Which animal did they see first? a kangaroo b elephant c tiger</p> <p>4 Who grabbed the brother's ice-cream? a Mum b the writer c a monkey</p> <p>5 Who enjoyed the ferry rides? a the writer b the writer's brother c the whole family</p> <p>6 Why did the writer's brother feel sick? a He was very hungry. b The ferry was rocking. c He had eaten too much popcorn.</p>
Ocean	12 - 13		
Mist	14 - 15		
Lime	16 - 17		
Turquoise	18 - 19		
Yellow	19 - 20		
Amber	21 - 22		
Orange	23 - 24	<p>Questions</p> <p>1 According to the procedure, why might brothers and sisters go into your room? a to tidy up b to play a trick on you c to talk to you</p> <p>2 Which group of three items should be stored in another room? a powder, brush and ink pad b powder, brush and cardboard c powder, brush and magnifying glass</p> <p>3 Why should you brush the powder gently? a so it doesn't get up your nose b so you don't wreck the fingerprint c so you don't make a big mess on the floor</p> <p>4 Why do you place the sticky tape print on dark cardboard? a so it can be seen clearly b so you don't lose it c so it doesn't get stuck to something else</p> <p>5 In which step in the procedure, do you use the newspaper? a Step One b Step Five c Step Ten</p> <p>6 Why do you think the procedure tells you to store the items in another room? a so that you don't lose them b because they won't all fit in your room c so you don't have to wash the hands to your room again</p>	<p>Vocabulary</p> <p>The words in the box come from the text. Match them to the clues below.</p> <p>brush slowly cardboard remove newspaper</p> <p>7 Very thick paper. 8 To take away something. 9 Something you can paint with. 10 This is black and white and can be read. 11 The opposite of quickly.</p> <p>Words at Work</p> <p>Write the word that fits the sentence.</p> <p>12 Ric wandered / wondered away from us. 13 You're / Your ball is on the roof. 14 Please close / clothes the door. 15 The course / course was very hilly. 16 Are you sure / shore about that?</p> <p>Challenge Option</p> <p>Design: Create a new code you can use to send secret messages to your friends.</p>
Tan	24 - 25		
Coral	25 - 26		
Sunset	26 - 27		
Red	27 - 28		
Mauve	29 - 30		
Lavender	30 a		
Silver	30 b		

ACTIVITY	DAY 1	DAY 2	DAY 3	DAY 4
Shared Reading	Red Group	Yellow Group	Blue Group	Green Group
Reading Box Blue	Green Group	Red Group	Yellow Group	Blue Group
Independent Reading	Blue Group	Green Group	Red Group	Yellow Group
Listening Post	Yellow Group	Blue Group	Green Group	Red Group



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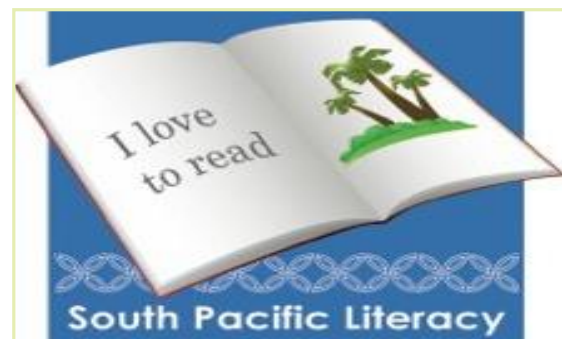
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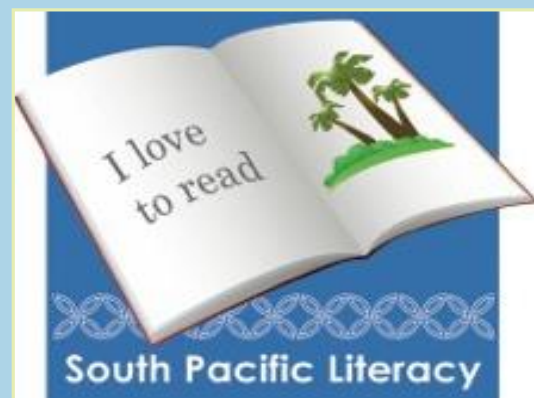
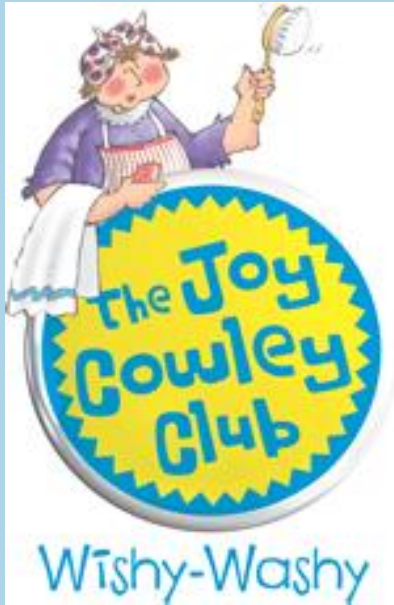


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