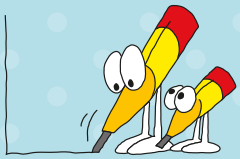




Little Learners
BIG WORLD
nonfiction



Decodable
nonfiction
to inspire your
curious little
learners.





This Little Learners Love Literacy® series dives into a BIG WORLD of nonfiction topics and fascinating facts!

Children will apply phonics skills to decode the text independently AND build content knowledge and vocabulary – vital for comprehension development.

Decodable nonfiction books matched to the **tried and tested** Little Learners Love Literacy® Stages



Text features include labels, captions, fact files, contents, headings, index, tables, diagrams and infographics

Local and global topics including recycling, mental health, sports, the natural world, crafts and more!

Beautifully designed nonfiction books children will LOVE to read with words they CAN read



Nonfiction features are gradually introduced as children progress through the stages of the series. The content, word count and text complexity also develop.

Speech bubbles

I am Viv.
I am in the bot lab.

The bot lab is big!

Labels

At the tip.

tip

I am at the tip!

Infographics

Wool maths!

A farmer has 400 sheep.

10 bags go to the factory.

400 sheep = 400 fleeces

1 bag can make 150 balls of wool.

40 fleeces fit in 1 bag.

2 balls of wool make 1 hat.

400 fleeces = 750 woolly hats!

Captions

3. Get Raz the ram to his pen.

Raz, get in the pen!
Raz is not in his pen yet.

The ram is the dad.

Headings

Getting around

Stanley's Extreme Thrills Theme Park

Flowcharts and diagrams

Sorting it out

Items for sorting are placed on a conveyor belt.

The sorted items are pressed into bales, apart from glass, which is placed in containers. They are taken away to be recycled.

Non-recyclable items are picked up by hand.

Card is taken out by spinning discs.

Paper and plastic are separated and scanned to sort by type.

Aluminum and steel are picked up by different magnets.

Glass is taken out and crushed.

Calendars, tables and lists

1. Pick a day

September						
S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Thursday 2nd September is my birthday!

Saturday 4th September – my birthday party!

Soccer on Sunday? Plan a Saturday party!

Maps

Contents

Index



Little Learners Love Literacy® decodable nonfiction books



Stage 1	<p>♥ the The my My I</p> <p>Mm Ss Ff Aa</p> <p>Pp Tt Cc Ii</p>	
Stage 2	<p>♥ the The my My I</p> <p>Bb Hh Nn Oo</p> <p>Dd Gg Ll Vv</p>	
Stage 3	<p>♥ he she we to do was</p> <p>Yy Rr Ee</p> <p>Qu qu Zz</p>	
Stage 4	<p>♥ her of are too for see</p> <p>Jj Uu Kk</p> <p>Xx Ww</p>	
Stage Plus 4	<p>ll ss ff</p>	
Stage 5	<p>adjacent consonants</p> <p>ck</p>	
Stage 6	<p>sh ch tch th</p> <p>ng ph wh</p>	

Stage 7.1	<p>ai ay ee</p> <p>ea _y igh</p> <p>ie _y oa</p>	
Stage 7.2	<p>ar or aw ir</p> <p>ur er air</p>	
Stage 7.3	<p>oo le ow ou</p> <p>oi oy oo</p>	
Stage 7.4	<p>a a-e i i-e</p> <p>e-e e o o-e</p> <p>ow u-e ew ue</p> <p>ui u</p>	
Stage 7.5	<p>Phonemes /ear/, /ure/, /zh/</p> <p>Alternative graphemes for short vowels and /sh/, /j/, /er/, /ee/</p> <p>Suffixes -ed -ure -ous -ion</p>	



How to enjoy this book

Every Little Learners, Big World decodable book includes notes and activities to refer to before and after reading.



How to enjoy this book	Speed words
<p>Each of the seven Little Learners Love Literacy® stages is carefully sequenced to give children confidence and success. Encourage children to use their Stages 1-5 speed sounds knowledge to decode or 'sound out' any unfamiliar words. Encourage children to break long words into syllables. For example, fantastic should be broken into three syllables: fan-tas-tic.</p> <p>Speed sounds</p> <p>Mm Ss Ff Aa Pp Tt Cc Ll Bb Hh Nn Dd Gg Ll Vv Yy Rr Ee Qq Zz Jj Uu Kk Xx Ww Ii Ss Jj Ck</p> <p>Heart words</p> <p>all come here like love out sees then with</p> <p>Vocabulary check: Discuss these words either before or after reading the book. album – a book with blank pages that you can collect and keep things in inspect – to look at closely spots – sees</p> <p>Questions to talk about: These questions can be used after reading to discuss the book. Children can look back through the book to answer. • Who is inspecting insects in this book? • How many legs does an insect have? • What helps a cricket do big jumps? • Where do the children find ants? • What insect did you find most interesting? Tell me something about it.</p> <p>Speed words: Read these single decodable words as quickly as possible for even more reading practice!</p>	<p>ant grab lift</p> <p>best grins plum</p> <p>black hand pond</p> <p>cracks hunt snap</p> <p>cricket jumps spots</p> <p>fact lands stands</p>

They include:

- **Speed sounds:** Practise saying the sounds before reading the book. Children will apply this knowledge.
- **Heart words:** New heart words to practise before reading the book.
- **Vocabulary check:** Child-friendly definitions of words used in the book and an example question.
- **Questions to talk about:** Comprehension questions to check for understanding after reading the book.

- **Speed words:** These words contain the focus phoneme-grapheme correspondence of the book and can be used in a number of ways before and after reading the book to build fluency.



Talk about it

Spark a short conversation after reading the book.



Talk about it

Bins

compost general rubbish recycling

Fun fact

Australian **rubbish trucks** have two steering wheels! The driver sits in the seat closest to the kerb when picking up the bins with the truck's **robot arm**.

Which bin?

Be curious

Depending on where you live, different things can go in your recycling bin. Do you know what can go in yours?

As well as asking children to summarise and recount facts from the book, this page includes additional vocabulary and facts to explore, and a question to spark curiosity.

Talking about the content after reading has lots of benefits, including:

- **building vocabulary** by using words from the book and learning related vocabulary through discussion.
- **decoding practice** – children can re-read sections of the book to answer questions.
- **deepening comprehension** – the 'Be curious' questions ask children to relate the content of the book to personal experiences, compare and contrast and to think creatively.

Little Learners Big World additional resources

Did you know?

Did you know that snails have teeth and goats climb trees?

Find out more fun facts!

Did you also know that there is a QR code in the back of each Little Learners, Big World nonfiction book?

This leads to an additional page of related facts to take children's learning about the topic to the next level.

A discussion prompt is followed by a writing task related to the topic and text type.

You can also download:

Read, write and draw

In this activity sheet, children apply their knowledge to read (decode), write (encode and practise handwriting) and draw (to demonstrate comprehension).

Speed words

The speed words page is a list of words from the book that include the focus phonemes and graphemes. Use this resource to build single word reading fluency.

More support for using decodable nonfiction

Videos and webinars



Book checklist for home reading



Book Title	Book Band	Priority	Decoding band	Read Band
The Cat		⊙		
Am I Fat?		⊙		
My Ants		⊙		
Tot, Tot		⊙		
My Cops		⊙		
The Bee Lab		⊙		
Hot!		⊙		
In the Bin		⊙		
Pip in the Plum		⊙		
My Bug		⊙		
In Bird		⊙		
Mag		⊙		
At the Vet		⊙		
To the Zoo		⊙		
I Did Not Quit		⊙		
Bus, Cab, Jet		⊙		
Rugs		⊙		
Cat, Pup and Kid		⊙		
In My Hut		⊙		
The Fox Kids		⊙		

Stage 7.1: Aiden's Clay Lesson

Read this page to children (it is not decodable). Use the questions and prompts to talk and write about the topic. Read more. It is important to read a range of other books to children to build their vocabulary and comprehension skills. What other books could you read to children about clay and pottery? Or perhaps you might read some more complex procedural texts to children and compare them with this book.

More about clay

This Roman olive oil lamp made from clay is nearly 2000 years old. The wick would have burned in the hole in the big toe!

Wet clay is soft and squishy. Dry clay is hard and stronger. A glaze makes clay even stronger and waterproof.

Clay objects need to be fully dry before firing. Otherwise, they may **explode!** This is because water expands into steam when heated and needs to escape. Air bubbles in your clay can trap water. You can knead it to remove bubbles – this is called wedging.

Clay soil called **adobe** has been used to make bricks for thousands of years. Bricks are shaped then dried in the sun. Adobe buildings will keep you cool in scorching temperatures.

Today, clay objects are heated in electric ovens called **kilns** to make them hard. This is called firing. A kiln is around 5 times hotter than your oven!

Did you know?

Talk about it

Use the following questions as discussion prompts:

- Have you ever made something from real clay or modelling clay? What did it feel like to shape the clay?
- Is it easy to make something from real clay at home? What things do you need to do to finish your clay object?

Write about it

Children can write a procedure for making a pinch pot. For each step, they can write a short sentence or caption and draw a picture.

Scan me ... to access your free download!

speaking and listening writing

Read, write and draw

Read ○

Some farms are not just sheds and barns – they display vast bits of art!

Write ○

Draw ○

Speed words

Stage 7.2: My Art Road Trip

art	charming	hard
artists	charts	marks
arty	dark	park
barns	far	starry
bollard	farms	start
car		

Small group reading notes

A set of teacher notes are available for every book in the Little Learners, Big World series.

These notes provide guidance and activities for before, during and after reading when using the book with a group of 4–6 children.

Example vocabulary, word reading, fluency and comprehension prompts are provided next to each spread of the book for quick reference.

A number of linked after-reading activity ideas are provided for such as word building, word detective, word sorts and quick write dictations.

Phonics warm-up

Decoding warm-up

Additional teaching points

Linked activities

Small Group Reading Stage 1: The Cat

Before reading

Phonics warm-up

- Revise the Stage 1 Speed sounds with your group. Use the Speed Sounds and Charts Stages 1–6 Mini Set or refer to the list on page 14.

Mm Ss Ff Aa Pp Tt Cc Ii

Decoding warm-up

Refer to the Speed words on page 15 for print the Speed words pdf and cut into cards to practise decoding some of the words used in this book. Select a few to read together. Encourage children to sound out and blend to read the words if they cannot read them automatically yet.

Talk about the book

Look at the front cover and:

- ask children to read the title out loud, tracking their finger under each word as they read.
- check for vocabulary comprehension, if necessary. Ask: What is a cat? Where might you find one? Do you have a cat at home?
- explore the photos. Ask: What do you think this book will be about? Why? What can you see? (a cat and a tiger – which is also a type of big cat)

During reading

Read and enjoy the book

- Ask children to read each double-page spread out loud, tracking their finger under each word as they read.
- Tune in to individual children as they read. Support them if they are stuck by asking them to sound out and then blend the sounds together to read the word. You can remind them of a letter-sound correspondence by doing a chitter-chatter chant from the Speed Sounds and Charts cards. When they have read the word, go back and re-read the sentence.
- Each group of children will have a different focus or target; you may need to ask the group to re-read sentences for fluency (accuracy), pace and prosody/intonation and comprehension.
- Stop the group at the end of each double-page spread to check for understanding, including vocabulary. Explore the pictures to extend comprehension. Some ideas are provided on the next page.

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Some ideas for discussion

Word reading

I and the are special words we talked about at the start of the session that need to be learnt by heart. It makes one sound – /i/. It is always a capital letter. Let's say it together. The heart word the has two sounds – /th/ /u/. The. Let's say it together.

Comprehension

Who is the cat? Why are there two photos on the page? Are they both cats? (yes, a lion and a pet cat)

Comprehension

Who is the cat? How are the two cats similar? (Both the white tiger and the cat have stripey fur.) Why is the big cat outside and the little cat inside?

Vocabulary

What does sip mean? (to drink a small mouthful) Can you use it in a sentence of your own?

Comprehension

What's different about the two cats? (The domestic cat has a bowl; the lion drinks from a waterhole or river)

Vocabulary

What does fit mean? (to be healthy from doing exercise) Can you use it in a sentence of your own?

Comprehension

What are the cats doing that shows they are fit?

Vocabulary

What is another word for pat? (stroke)

Fluency

What punctuation does the author use at the end of the sentence? Let's read it again like a question.

Comprehension

What is the author asking us here? Why don't they tell us to pat the cat?

Comprehension

What is similar about each photo? What is different?

After reading

Questions to talk about

Refer to the questions to talk about on page 14. Pick enough of these to check that children have understood the book, and to spark a short conversation.

What animal is this book about?
Which cat on pages 10–11 would you like to pat? Why?
Tell me two things a cat likes to do.

Why are there two pictures of cats on each page? (One is a pet cat and the other is a wild cat. The author wants us to compare them – looking at what is the same and what is different.)

Vocabulary check

Use the vocabulary check in the back of the book, if you need to. It includes a child-friendly definition of fit, pat and sip. Ask: what word means to drink a small mouthful? (sip) Can you think of a word that means the opposite of sip? (gulp, slurp, swig, guzzle)

Talk about it

- Look at the last page of the book. Read the text to children (it is not decodable – it is designed for oral comprehension and vocabulary development).
- Look at 'wild cats'. Give children the names of the wild cats that we met in the book by reading the words to them and pointing to the pictures.
- Look at the pictures of pet cats – explain that these might also be called 'domestic' cats.
- Read the fun facts to the children and discuss the 'be curious' questions. Children could draw or write their answers later.

You did it!
Comprehension and fluency are developing a whole book!

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Explain that this will be the children's first go at reading The Cat and that they will have a chance to read it again this week – by themselves, at home and/or with their reading partner.

More after-reading ideas ...

Speed words

Refer to page 15 of the book.

Encourage children to sound out each word until they can read it automatically.

They can do this activity with a partner, too.

Children could move on to Read and Grow Word Game Box 1, working with the Stage 1 sets.

Word sort

Print the Speed words pdf and cut out the words. Ask children to sort the words into groups according to the vowel sound: /i/ (fit, cat, pat), /u/ (fit, sip, fit). Children can write their word lists in their books.

Partner reading

- Give children a printout of the Speed words. Partner A points to words and Partner B reads them. Partner A ticks the words that their partner can read before they swap. They could choose one or two of these words and write them in a sentence for extension if they finish quickly.
- Children can also re-read the book with their partner, taking it in turns to read a page each. These are great activities for building fluency.

Word detective

Children re-read the book and find all the words containing **h** then write a list of those words. They can highlight or circle the **h** in each word in their list.

Sound detective

Play a quick sound quiz for building phonemic awareness. Tell children that the cats in our book like to do things that begin with the sound /k/. Ask: Do cats climb or read? Do cats talk or curl up? Do cats creep or sing? Do cats like to hop or clean themselves? Emphasise the first sound of each activity.

Word building

Re-read the book. Use the Speed Sounds and Charts Stages 1–6 Mini Set to build (spell) some words from the book.

Give the following prompts:

- Pages 2–3: Build the word **am** and then build **cat**. What sound is in both words?
- Pages 4–5: Build the word **at**. Which sound is a vowel?
- Pages 6–7: Swap the **t** in **at** for **p**. What is your new word?
- Pages 8–9: Build the word **fit**. What is the sound at the beginning of the word?
- Pages 10–11: Build the word **pat**. What do you need to change to build the word **cat**? Children could also move on to the Sound Swap Word Game, working with the Stage 1 word charts.

Quick write dictation

Dictate a sentence from the book. Children write the sentence and draw a picture (demonstrating comprehension). You could use single words from the Speed words list for children who are not ready to write full sentences.

Check out the Q&A COG for the book!

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Find out more at LittleLearnersLoveLiteracy.com.au

