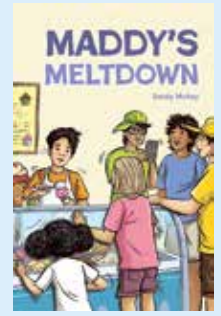


Maddy's Meltdown

It's Saturday and Maddy has been left in charge of her mother's ice cream shop. When there is a power cut, she has to do something to stop the ice creams from melting. Team Turbo is a great help!



Reading strategy

Listening to yourself as you read

- To track and enjoy the story
- To self-correct if the text doesn't make sense
- To self-correct if the text doesn't sound right

Comprehension focus

- Making inferences

Fluency focus

- Reading with emphasis when you see an exclamation mark

Genre focus

- Personal narrative

Day 1: Before reading

- Introduce *Maddy's Meltdown*. Have students predict on sticky notes what will happen in the story, then share their predictions. Ask: What makes you think that? Help students to justify their predictions.
- Tell students that sometimes authors weave messages into stories to make us think about ourselves. Name some stories they have read and discuss messages in the texts.
- Explain that we understand stories much better when we think about the messages and what is implied in the writing. This means that sometimes we have to read between the lines, which means getting to the less obvious meanings and understanding the text at a new level.

During reading

- Introduce the reading strategy by discussing the importance of listening to yourself when you read. Model how listening helps you to self-correct if the text doesn't make sense or doesn't sound right. Allow students to practise applying the strategy by rereading the blurb independently.
- Read the opening of Chapter 1 to students. Then continue to choral read Chapter 1 together.
- Allow time for students to read Chapter 1 themselves and practise the reading strategy of listening to themselves. Encourage students to self-correct.
- Encourage students to make inferences. Ask: If this story is about Maddy being left in charge of the ice cream shop and ends in "Maddy's meltdown", what messages do you think are woven into the text? List responses on chart paper headed "Predicted Messages".
- Support students in moving beyond the literal meanings of the text by working through it together using a "read, stop, think, discuss" approach.

- Look at page 6, point to “Carlo found out the hard way when he and Stace ran the shop one day.” Ask: What does Maddy mean when she thinks this? Read on to, “Make sure you keep an eye on Chip while I’m away, too” on page 8. Ask: What does Mum mean when she says this? Discuss responses.
- Repeat the process for Chapter 2.

After reading

- Distribute Worksheet A and discuss expectations.
- Model how students can read between the lines to show what characters are really thinking. Remind them that they will need to reread the text that comes before and after to help them.
- Have students add thought bubbles for Chapters 1 and 2 to Worksheet A.

Fluency focus

Read *Maddy’s Diary* or *Ice Cream by the Hatful Rap* with students. Discuss how they should use their voices when reading to an audience. They read along with *Maddy’s Diary*, practising reading with emphasis when they see an exclamation mark.

Vocabulary and spelling activities

Goals

To develop understanding about:

- variant grapheme for /ow/
- variant grapheme for /w/
- variant graphemes for /oa/
- homophones
- writing a glossary

Activity 1 Variant grapheme for /ow/

Write the word *meltedown* on the board and discuss the vowel sound /ow/. Ask: What variant grapheme makes the same sound? (ou as in around) List words with the sound /ow/. Sort them according to the spelling of the sound /ow/, e.g. *power, council*.

Activity 2 Variant grapheme for /w/

Write the following words on the board: *why, what, where, when*. Read them together and identify what letters make the /w/ sound at the beginning. (the variant grapheme wh) Underline the wh in each word. Brainstorm other words with wh making the sound /w/, e.g. *while, whether*. Have students record the words.

Activity 3 Variant graphemes for /oa/

Brainstorm a list of words with the /oa/ vowel sound, e.g. *mango, know, tango, no, groans, alone, load, cold, cones*. Students record the words on the board, then read them together. Ask: What do you notice about the /oa/ sound in the words? Involve students in classifying the words into groups according to the spelling that represents the /oa/ sound, e.g. o, oa, ow, o-e.

Students create a chart with columns headed by the spelling. Have students add /oa/ sound words according to the spelling. They search for words in the text to add to the chart. They share their charts with a partner.

Activity 4 Homophones

Write the words *I* and *eye* and have students explain the difference. Ask them to use each word in a sentence to show understanding. Repeat the process for *no* and *know*. Introduce and define the term "homophone". Ask students to list five other homophones they know, e.g. *to/two*, *blew/blue*, *there/their*, *flower/flour*, *fir/fur*, *flea/flee*, *bel/bee*.

Activity 5 Writing a glossary

Direct students' attention to the glossary at the back of the book and discuss its purpose and features. Have students select four words or phrases from the text and record them on a chart in alphabetical order, e.g. *consumption*, *dollops*, *instructions*, *volunteers*. Guide students in the use of a print or digital dictionary to find definitions. Have them add definitions to their chart. Students check to see if any of their words were included in the glossary at the back of the book.

Day 2: Before reading

- Review the strategy of listening to yourself read, the importance of it and the reasons for it.
- Reread the list of predicted messages recorded on Day 1, then have students summarise the story so far.
- Provide positive feedback to those who mention some of the inferred messages as well as the literal meanings.

During reading

- Repeat the "read, stop, think, discuss" approach and work through Chapters 3 and 4.
- Stop at the end of page 18. Why did Carlo say he is up for the challenge? What did Benjy mean by *major ice cream consumption*?
- Continue to read, stopping where appropriate to prompt students to infer meaning from the text.

After reading

- Have students complete thought bubbles for Chapters 3 and 4 on Worksheet A and share them.
- Remind them of the importance of rereading parts of the text to get to the hidden meanings.

The rap: rhythm, rhyme and repetition

Goals

- To provide a forum for meaningful reading practice
- To use rhythm, rhyme and repetition and shared reading experiences to build students' confidence
- To further develop students' ability to read important words automatically

Activity 1 Introduce the rap

Read *Ice Cream by the Hatful Rap* with students. Volunteers read the rap independently.

Activity 2 Perform the rap

Encourage students to perform word or sound percussion in time with the rhythm of the rap. Pairs of students perform the rap with one student chanting a repetitive phrase or sound quietly in the background while the other student reads the rap.

Activity 3 Identify rhyme

Analyse each verse and the refrain to identify the pattern that has been used. Note any deviations and discuss. Identify the words at the ends of the lines of each verse. Identify the words that rhyme and the words that don't, e.g. *hot/lot; on/ice cream*. Brainstorm other sets of rhyming words that could be used, e.g. *cone/alone*. Have students choose a set of rhymes and write a verse using the same pattern as the original.

Activity 4 Identify repetition

Identify and read repetitive elements in the rap. Have students create new verses using the same repetitive pattern. The whole class performs the new verses.

Activity 5 Make a readers' theatre script

Have students work in groups of three. Have the groups decide which line each one will read individually and which they will read together. Students perform their scripts for the class.

Day 3: Before reading

- Review the reading strategy by discussing how listening to yourself when reading helps you stop and self-correct if the text doesn't make sense.
- Have students make predictions about how the story might end and share them.
- Read the predicted messages from Day 1 together and add more or delete those that students feel are no longer relevant.
- Ask students to choose one or two from the list and talk to a partner about them.

During reading

- Read Chapter 5 with students, asking them to note unfamiliar words and where they would reread from to help work them out.
- Choral read Chapter 5 together. Model reading with expression a passage with dialogue, e.g. page 31. Students echo-read the passage. Students do the same with no model on page 32.

After reading

- Have students complete thought bubbles for Chapter 5 on Worksheet A and share them. Work with students to orally identify a favourite message in the text.

Write a personal narrative (diary)

Goals

- To read and write a personal narrative text
- To identify and talk about a personal narrative text

A personal narrative describes an experience in a writer's life. A diary is an example of a personal narrative or recount. It is written in the first person. It includes interesting details and time-order words to describe the event. Sad, funny or amazing details help the reader to imagine what it would have been like to be there for the experience.

- Ask: What do you know about personal narratives? Discuss responses. Ask: Who keeps a diary?
- Students read *Maddy's Diary*. Have them talk about Maddy's diary and how it should be read.
- Find and read the different features of the personal narrative together. Ask: What is this personal narrative telling us about? What parts tell about what, who, when and how? What parts tell us about how Maddy was feeling?
- Give each student a copy of Worksheet B and outline expectations.
- Students brainstorm a list of experiences to write about. Provide support for those who need it by helping them choose an experience and suggest some opening sentences.
- Students complete their narrative over a number of sessions, including editing, proofreading and publishing their writing. Review the editing process – read, reread, make changes by adding, deleting and changing words if necessary.
- Talk to students about how we read personal narratives and the purpose of the features. Listen to them read their diary entries. Listen for important words and phrases when they are sharing.

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Worksheet A Making inferences

Name: _____ Date: _____

Draw a thought bubble with text to show what the character was really thinking.

<p>Chapter 1, page 9: Why did Maddy think, "Now I have the place to myself."?</p>	<p>Chapter 2, page 12: What was Maddy thinking when she said, "Heat isn't good for ice cream!"?</p>
<p>Chapter 3, page 20: What did Maddy mean when she said, "Mum said no free ice cream"?</p>	<p>Chapter 4, page 26: What was Stan thinking when he said, "You don't happen to have a little, do you?"?</p>
<p>Chapter 5, page 33: Why did everyone groan? What were they thinking?</p> <p>Write your favourite message and draw a picture to go with it.</p>	

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Worksheet B Reading and writing a personal narrative

Name: _____ Date: _____

Analyse "Maddy's Diary". When did the experience happen?

List the characters Maddy writes about.

Find three different sentence beginnings.

Find four verbs (action words).

Find a sentence with the word "expected" in it.

Read the concluding sentence and write a different one.

What were the three main things that the personal narrative told us.