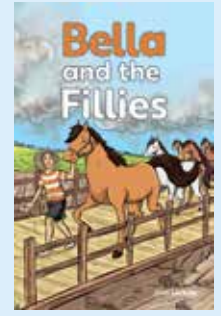


# Bella and the Fillies

Stace and Carlo help out at the riding stables in the holidays. But when a bushfire startles the fillies, Stace turns to her beloved horse, Bella, for help. But Bella is getting old – will she be able to bring the fillies to safety?



## Reading strategy

### Decoding unfamiliar words

- Splitting the word into syllables or chunks and using phonics knowledge to try working out each part
- Thinking about the meaning of the whole sentence
- Asking, Does that sound right? Does that make sense?
- Coming back to the unfamiliar word and trying to read it again

### Comprehension focus

- Identifying the sequence of events

### Fluency focus

- Reading with a loud, clear voice

### Genre focus

- Persuasive text (advertisement)

## Day 1: Before reading

- Introduce *Bella and the Fillies* with the blurb. Discuss how the suspense makes us want to finish the story. Read the title together. Read the blurb together.
- Ask students to make predictions about what will happen in the beginning, middle and end of the story. Ask them to record their predictions on sticky notes. Students share their predictions with a partner, then the group. Ask: What makes you think that?
- Discuss how Worksheet A will be used to identify the sequence of events in the story.

## During reading

- Introduce the reading strategy and talk about how to decode unfamiliar words by:
  - Splitting the word into syllables or chunks and using phonics knowledge to try working out each part
  - Thinking about the meaning of the whole sentence
  - Asking, Does that sound right? Does that make sense?
  - Coming back to the unfamiliar word and trying to read it again
- Involve students in practising the strategy by splitting the following words into syllables and trying to work out each part: *fillies, stable*.
- Read the opening of Chapter 1, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension. Help students to identify the main events and the order in which they happened. Ask: What happened first? Next? Continue with Chapter 2 in the same way.
- Identify unfamiliar words in each chapter and involve students in decoding them.

## After reading

- Model how to use Worksheet A and record two significant events that happened in each chapter and the order in which they happened.
- Have students complete Worksheet A independently.

## Fluency focus

Read *Stable Hand Wanted* or *Stellar Bella Rap* to students. Discuss how students can use their voice when reading to an audience. Students read *Stable Hand Wanted*. They practise reading in a loud, clear voice and changing the expression and tone to suit the features of the text.

## Vocabulary and spelling activities

### Goals

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- learning to spell bold words
- variant graphemes for /oa/
- use of apostrophe
- variant grapheme for /r/
- assonance

### Activity 1 Learning to spell bold words

Involve students in writing out the words that are in bold on Worksheet B. Read the list together, then sound out each word. Have students underline the part of the word that is hard for them to spell. Allow time for students to practise spelling the words, then conduct individual tests to assess their ability to meet spelling challenges.

### Activity 2 Variant graphemes for /oa/

Review a range of words with the /oa/ sound spelt in different ways. Find words in the text with variant graphemes for /oa/, e.g. *ow*, *o\_e*, *o* (*follow*, *smoke*, *over*, *groan*). Assign students a chapter of the book to identify and record words with the /oa/ sound spelt in different ways. Make a class list categorised according to the variant grapheme-phoneme correspondences.

### Activity 3 Use of apostrophe

Discuss the use of an apostrophe for possessives and contractions in the text (*Pippa's* page 6; *didn't* page 27). Have students select eight words with an apostrophe from the book and say whether they are contractions or possessives, e.g. page 32, "Bella's forehead" = the forehead belongs to Bella = possessive; page 23, "they'd" = they had = contraction. Make two columns of words from the text showing the different uses of apostrophes.

### Activity 4 Variant grapheme for /r/

Say the word *wrong*. Ask students to write the word. Think of other words starting with /r/ spelt *wr*, e.g. *write*, *wrote*, *written*, *wrap*, *wrist*. List and say them. Practise spelling them.

## Activity 5 Assonance

Use the phrase *Farewell Bella* to model and explain assonance, which is the use of the same vowel sound with different consonants or the same consonants with different vowels (e.g. Bella and the fillies). Discuss examples in the rap, e.g. *Stellar Bella Rap; through the smoke, no joke; And Bella, she was stellar!; Four frightened fillies*. Students help to create phrases that have assonance. Have them record their own definition of assonance and add examples.

## Day 2: Before reading

- Involve students in orally summarising the story so far and checking their written predictions about the beginning of the story. Explain how using prior knowledge of a story helps us to make better predictions.
- Students change or add to their predictions about the middle of the story. They share their predictions with a partner, then the group.
- Review strategies for decoding unfamiliar words from Day 1.

## During reading

- Read the opening of Chapter 3, then have students take over reading independently in silence. Go around all or some of the students and ask them to read a few sentences. This is an opportunity to check their reading.
- Repeat the process for Chapter 4.
- Identify and sequence the events for each chapter.
- Identify unfamiliar words in each chapter and review strategies for decoding them.

## After reading

- Students complete entries for Chapters 3 and 4 on Worksheet A and share their efforts.

## 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 *Stellar Bella Rap* with students. Volunteers read the rap independently.

### Activity 2 Perform the rap: body percussion

Encourage students to move their bodies and clap their hands or click their fingers in time with the rhythm of the rap. Pairs of students create a set of movements to perform as they read the rap.

### Activity 3 Identify rhyme

Identify the rhyming words in each verse. Encourage them to identify differences in the way the rhyming words are spelt, e.g. *everywhere/air*.

### Activity 4 Identify rhythm

Identify the way syllables work to establish the rhythm. Brainstorm other phrases that repeat the rhythm of the first verse. Read the verses with the substitutions together.

### Activity 5 Identify repetition

Read different elements of each verse. Have students create new verses using the same repetitive pattern. The whole class can perform their verses.

## Day 3: Before reading

- Involve students in orally summarising the story so far and checking their written predictions about the middle of the story. Explain how using prior knowledge of a story helps us to make better predictions.
- Have students change or add to their predictions about the end of the story. They share their predictions with a partner, then the group.
- Ask students to explain how they decode unfamiliar words.

## During reading

- Read the opening of Chapter 5, then have students take over, choral reading it together. Model reading with expression a passage with dialogue, e.g. page 33. Students echo-read the passage. Students do the same with no model on page 34.
- Identify and sequence the events for the chapter.
- Identify unfamiliar words in the chapter and involve students in decoding the words as a group.

## After reading

- Students complete their entries for Chapter 5 on Worksheet A. They share their efforts.

# Write an advertisement for a job

## Goals

- To read and write an advertisement for a job
- To identify and talk about the features of a job advertisement

Advertisements for a job vacancy tell us what the job description is, what the conditions are and other details such as the hours and pay. The title tells what the job is. The advertisement might include technical words or important words. It is written in paragraphs, steps or lists. There might be definitions and descriptions. Mention to students that the job should be open to everyone, regardless of gender, age or any other factors that might exclude candidates.

- Ask: What do you know about 'job' or 'wanted' ads? Discuss responses.
- Review the *Stable Hand Wanted* ad. Discuss how the job description is written. Ask: What did you already know about working with horses? What did you learn? Would you like to apply for this job? Why? Why not?
- List some features of this advertisement. Students identify the different sections in the advertisement and tell the purpose and features of them (role, hours, location).
- Tell students they will write an advertisement for a job. They write a short outline of the work involved. Guide them through the process and have them share their writing to get ideas from each other. Support students to complete the task. Students use Worksheet C to outline their conclusions.
- Model how to write a job description. Compose a draft of an advertisement on the board or a large sheet of paper as students are writing. Demonstrate some steps for editing it to make it more persuasive.
- Read the advertisement aloud with students, then ask: Does it sound persuasive? Does it make sense? Would it persuade you to apply for the job? What changes should we make? Model how to edit your advertisement to make it sound more persuasive.
- Have students choose a job such as leaflet delivery, an acting role or other category to write a job description and the way to apply. They can use the internet to write down terms and to check the definition of any terms.
- Listen to students read their published advertisements noting the title, the tone of the writing, the use of persuasion, their ability to edit and proofread their writing and the way the text has been presented.
- Listen for important words and phrases from the list of features of a persuasive text as they are sharing. Model how to edit to make a job description easy to understand.

# Bella and the Fillies

## Worksheet A Identifying the sequence of events

Name: \_\_\_\_\_ Date: \_\_\_\_\_

List two events that happened in each chapter in the correct sequence.

<p>Chapter 1: Event 1:</p>          <p>Event 2:</p>	<p>Chapter 2: Event 1:</p>          <p>Event 2:</p>
<p>Chapter 3: Event 1:</p>          <p>Event 2:</p>	<p>Chapter 4: Event 1:</p>          <p>Event 2:</p>
<p>Chapter 5: Event 1:</p>          <p>Event 2:</p>	

# Bella and the Fillies

## Worksheet B Developing fluency

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Shade a box every time you practise reading this text. (pages 30–34)

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“We heard **about** the **fire**,” Maddy said.

“We were biking **here** to make sure **you** were okay, but Evie got a **puncture** on the way.”

She pointed behind **her**. “Luckily, Jeff gave us a lift. He...”

Carlo cut her off. “The fire was really bad. It came so close. The smoke made the fillies **crazy**. They...”

I wasn’t listening. I was watching Pippa talking to Jeff. He nodded and smiled then took the bikes out of the float and drove off.

Pippa came over and patted Bella’s forehead. “Bella’s staying here with us,” she said. “She can hang out and keep an eye on the fillies for us!”

“**Yahoo!**” I cried.

I did a little dance. Harry **laughed**.

“That’s funny! **Where** was Bella going?”

“That’s a long story,” Carlo said. “Come on everyone, I’ll tell you all about it while you’re helping muck out the stables.”

“That’s not fair!” said Team Turbo.

Remember to read with a loud, clear voice.

## Bella and the Fillies

### Worksheet C Reading and writing an advertisement

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What is the purpose of the advertisement?

Find an example of a word used for persuasion, e.g. opportunity.

Find examples of four verbs (doing words), e.g. clean.

Find example of two adjectives (describing words), e.g. successful.

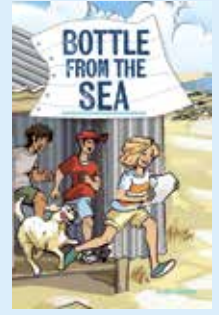
Who is the advertisement written for?

What information about the job could you add to the advertisement?



# Bottle from the Sea

Stace, Carlo and Benjy find a bottle on the beach by the hut. The bottle has a map in it and the children follow the map to find the treasure. The treasure they find isn't what they expect, but it is good all the same!



## Reading strategy

### Decoding unfamiliar words

- Splitting the word into syllables or chunks and using phonics knowledge to try working out each part
- Thinking about the meaning of the whole sentence
- Asking, Does that sound right? Does that make sense?
- Coming back to the unfamiliar word and trying to read it again

### Comprehension focus

- Predicting and interpreting the text

### Fluency focus

- Using expression and character voices when reading dialogue

### Genre focus

- Report

## Day 1: Before reading

- Talk about and identify the text features – title, blurb, contents page, chapter titles, lead sentences, significant phrases and single words.
- Discuss how each feature assists the reader to predict and interpret and gain understanding.

## During reading

- Give each student a copy of Worksheet A and discuss expectations.
- Read the title of the book. Say: Use the important words in the title to help you make a prediction of what the story will be about.
- Have students record their prediction in box 1 on Worksheet A. Have students share their predictions. Give them the opportunity to rewrite their predictions after they have listened to the opinions of other students.
- Read the Chapter 1 title. Read the text with students. Say: If you want to, you can add to or change your prediction.
- Read the title for Chapter 2 and the text on page 11. Ask: What do you think the next part of the story will be about?
- Ask: What important words might be included in the text?
- Have students use box 2 on Worksheet A to predict what might happen next.
- Read Chapter 2 aloud, choral reading with students. Discuss the content of Chapter 2.
- Discuss the importance of reading and understanding all the words in a text. Ask: What do you do when you come to a word you don't know? Introduce the reading strategies for decoding unknown words.

- Model the different strategies students can use:
  - Splitting the word into syllables or chunks and using phonics knowledge to try working out each part
  - Thinking about the meaning of the whole sentence
  - Asking, Does that sound right? Does that make sense?
  - Coming back to the unfamiliar word and trying to read it again
- Allow students to read Chapter 1 independently and practise the decoding strategies.

## After reading

- Allow students to quietly read Chapter 2, noticing where they can use expression and character voices when reading the dialogue.
- Students use their notes on Worksheet A to discuss the story so far.
- Encourage them to read their predictions and talk about why they made changes.

## Fluency focus

Read *Letter in a Bottle* or *Buccaneer Rap* to students. Remember to use expression and character voices – use a buccaneer/pirate voice for the rap. Have students read along with *Letter in a Bottle*. They practise changing the expression and tone of their reading to suit the features of the text.

## Vocabulary and spelling activities

### Goals

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- adding -ed to verbs
- apostrophe for contractions
- variant graphemes for /ai/
- variant grapheme for /oi/
- alphabetising words

### Activity 1 Adding -ed to verbs

Assign one chapter to each student and ask them to find and record all verbs (action words) containing -ed in the story, e.g. *laughed, paddled, landed, ignored, walked*. Make a class list. Work together to identify the base word and model how -ed is added to create the past-tense verb. Involve students in classifying the words into groups according to what happens to the base word when ed is added, e.g. double last letter, just add d, or add ed. Write these on a chart. Together, construct rules for creating the past tense with -ed, e.g. if a base word ends in -le, just add d.

### Activity 2 Apostrophe for contractions

Record the following sentence in front of the group – *We'll never get to the beach hut at this*

*speed*. (page 5) Ask: Why is there an apostrophe before the *ll* in the word *We'll*? Discuss the concept of contractions and how we show them. Model this with examples. Involve students in the use of an apostrophe to demonstrate contractions by getting them to expand them, e.g. *we'll* - we will; *haven't* - have not; *it's* - it is; *you're* - you are. Students expand *I'll*, *you'll*, *didn't*, *she'd*.

### Activity 3 Variant graphemes for /ai/

Write the word *eighty*. Sound it out and discuss the use of the variant grapheme *eight* for /ai/. Repeat the process with the words *weight*, *eight*, *freight*. Brainstorm other words with variant graphemes for /ai/, e.g. *ay*, *a\_e*, *ea* (*pay*, *late*, *great*). List and read the words.

### Activity 4 Variant grapheme for /oi/

Record the following words on the board – *pointed*, *coin*, *voice*. Ask: What sound can you hear in each word? What letters represent the sound in each word? Underline and identify the letters that make the /oi/ sound. Ask students what variant grapheme makes the same /oi/ sound? (oy) Brainstorm words with /oi/ spelt oy. (*boy*, *toy*, *joy*, *annoy*)

### Activity 5 Alphabetising words

Review the process of putting words into alphabetical order. Remember if two words start with the same letter, then look at the second letter. List the following words and ask students to put them into alphabetical order: *Christopher*, *Columbus*, *castaways*, *central*, *container*, *communicate*.

## Day 2: Before reading

- Review the points made about predicting and interpreting text and decoding unfamiliar words.
- Have students use Worksheet A to review what they predicted so far and whether they still agree with their predictions.

## During reading

- Have students read the title of Chapter 3 then predict what will happen in Chapter 3 and record it in box 3 on Worksheet A.
- Read pages 23–26 of Chapter 4, then have students write their prediction on Worksheet A.
- Students read Chapters 3 and 4 aloud in pairs (quietly).
- Share examples of decoding unfamiliar words.
- Remind students to listen to the way dialogue is read. They use text features to help predict and interpret.

## After reading

- Have students share their entries in boxes 3 and 4 on Worksheet A and confirm or negate them.

- Help students make connections with the text by asking: Have you ever had to follow directions to find something? Have you ever tried to find something that is lost or hidden? What did you do? Did anyone else help you? Do you know any other stories about looking for buried treasure?

## 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 the 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 end of the second and last lines of each verse. Identify the words that rhyme and the words that don't. Brainstorm other sets of rhyming words that could be used. Have students choose a set of rhymes and write a verse using the same pattern as the original. Have students perform their verse as part of a group performance.

### Activity 4 Make a readers' theatre script

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

### Activity 5 Publish a rap

Have each student produce their own rap about one aspect of buccaneers or letters in bottles. They use a device to add graphics to their rap. Have students jointly publish their raps as one book along with other details about buccaneers or letters in bottles. Identify the cover features of books that are made up of collections of stories. Students include these features in their publication of raps.

## Day 3: Before reading

- Review the text features that students used to predict features of the text: title, chapter headings, sentences and important words.
- Encourage students to recall the problem of the story.

## During reading

- Ask: What do we know about story endings? Have students use this knowledge to predict an ending and record it in box 5 on Worksheet A, e.g. Say: By the end of the story the problem will have been resolved. We will have a resolution.
- Introduce Chapter 5 to students, then choral read it together, varying expression for dialogue.
- Remind students to use text features to help predict and interpret; try to decode words they are having difficulty with; listen to the way dialogue is read.

## After reading

- Students review the problem and resolution of the story and share what they wrote in box 5 on Worksheet A.

## Publish a report

### Goals

- To read and write a report
- To identify and discuss the features of a report

Reports tell us all about a topic. They give us information by listing facts. (who, what, where, when, how, why) Sometimes time words (then, later, in 2005) are used to link the paragraphs together. Information can also be presented in a graphic form.

- Ask: What do you know about reports? Discuss responses.
- Read *Letter in a Bottle* together. Ask: What did you already know about letters in bottles? What did you learn?
- Discuss how to organise a report by sequencing the information in a logical manner. Count the paragraphs and discuss the purpose of the introduction and final fact.
- Inform students that they will use the text from the book. Supply students with a photocopy of Worksheet B. Allow time for them to reread the report.
- Ask them to cut it into meaningful sections, sequence the sections and then paste them on a large sheet of paper.
- Read each paragraph and identify the features of the topic that are being written about in each paragraph.
- Tell students that they can add graphic elements to their report. Model how to compose and add a caption to a graphic element. Allow time for students to complete the task.

# Bottle from the Sea

## Worksheet A Predicting and interpreting a text

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Make predictions about the story.

<p>Box 1: What will the story be about?</p>          <p>Add to or change your prediction.</p>	<p>Box 2: What will happen next?</p>
<p>Box 3: What will happen in Chapter 3?</p>	<p>Box 4: What will happen when Pumpkin turns up?</p>
<p>Box 5: How will the story end?</p>	

# Letter in a Bottle

You can communicate by bottle. A note is put into a bottle or waterproof container that can float. It is then put into the sea. Someone might find the bottle and read the note.

Castaways send notes to try to get help. Some people send notes in bottles just to see how far they will travel and to make new friends.

When Christopher Columbus was travelling back to Spain after landing in America, he put a letter in a sealed cask. His ship was in a terrible storm. He wanted to make sure that people knew about America in case he didn't live. Columbus did live but his letter was never found.

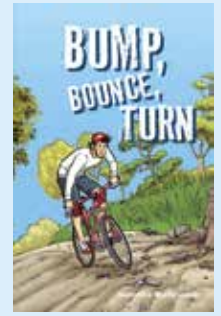
In the 16th century, the British navy used bottles to send information to shore. There was even an official job of "Uncorker of Sea Bottles". If anyone else opened these bottles, they might be thrown into prison.

In 2005, 88 people were rescued off the coast of Central America after their ship was wrecked. They had placed an SOS in a bottle and it was found.

One note in a bottle was put into the sea in 1914 and found by a fisherman in 2006. That's 92 years bobbing about on the waves.

# Bump, Bounce, Turn

Carlo is practising mountain bike tricks. They come in useful when he and Team Turbo find a man who has fallen off his horse and broken his leg. But where is the horse? Carlo rides down into the valley to help.



## Reading strategy

### Asking questions as you read

- What do I know about the characters?
- Why did the character say that?
- Why did the character do that?
- What does that tell me about the character?
- What will the character do?

## Comprehension focus

- Analysing characters

## Fluency focus

- Reading with emphasis when you see an exclamation mark

## Genre focus

- Instructional text

## Day 1: Before reading

- Introduce *Bump, Bounce, Turn*. Have students make predictions about the content by looking at the title, cover illustration and blurb, then choral read it together.
- Review the term “main character”.
- Allow time for students to scan the book, including the contents page, to see who they think the main character will be and to note features of the storyline. They share their predictions with the group.
- Introduce the reading strategy by discussing the importance of asking ourselves questions about the characters before, during and after reading. Explain that we do this to aid prediction and comprehension.
- Record and share the questions for the reading strategy on a chart.
  - What do I know about the characters?
  - Why did the character say that?
  - Why did the character do that?
  - What does that tell me about the character?
  - What will the character do?
- Ask: What do you already know about Carlo? Have students record three facts on sticky notes, then share their opinions with the group.
- Identify common elements and differences of opinion.

## During reading

- Read the title for Chapter 1 and ask, What do you think this chapter will be about? Discuss responses.
- Students scan the Chapter 2 title and illustrations and predict how Carlo will do with his practising. Encourage them to justify their opinions.
- Read Chapter 1 with students.



- Jointly describe Carlo's attitude to riding the track in Chapter 1, e.g. "I was excited" (page 5) or "I felt strong and steady" (page 8).
- Students reread Chapter 1, then ask: Do you think Carlo will feel like this throughout the story? Why or why not?
- Allow time for students to refer to their sticky note facts about Carlo.
- Read Chapter 2 with students, stopping at appropriate places to pose questions about the characters. Ask: Why do you think Carlo rode Saddletop Mountain track before walking up it? What did Benjy think of Carlo's riding?

## After reading

- Read Worksheet A and model how students can use excerpts from the text to record information about Carlo.
- Have students record the information for Chapters 1 and 2.

## Fluency focus

Read *Riding Tight Bends* or *Mountain Bike Rap* with students. Discuss how a reader uses their voice when reading to an audience. Model this to students. Students read along with *Mountain Bike Rap*, practising reading with emphasis when they see the exclamation mark. Compare the parts of Carlo and Evie.

## Vocabulary and spelling activities

### Goals

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- variant graphemes for /ur/
- figurative language
- pronouns
- interesting vocabulary
- compound words

### Activity 1 Variant graphemes for /ur/

Record the following words on the board – *turn, Turbo, curved*. Read the words together and ask: What sound can you hear in each word? What letter(s) represent the sound? Underline the vowel sound /ur/ in each word. Write the words *first* and *perfect* on the board. Read the words together and ask, What vowel sound can you hear? Underline the letters that represent the /ur/ sound. (ir, er) Think of other words with these spellings for /ur/, e.g. *herb, bird, dirt, fern*. List them, read them and underline the letters that represent /ur/ vowel sound.

### Activity 2 Figurative language

Introduce the term *figurative* and discuss its meaning in the context of the book. Use an example of what Carlo said – *hairpin bends* (page 7). Invite students to find and list other examples such as *slithered between trees* (page 14). Involve students in creating other

figurative language for Carlo to say. Record the figurative language and include it in appropriate places when reading the text aloud.

### Activity 3 Pronouns

Revise the term *pronoun* and its usage. Invite students to select a pronoun from the text, e.g. *they, we, I, him*. Discuss who *they* refers to on page 32. Compile a list of pronouns from the text and discuss their meaning. Brainstorm other pronouns to add to the list.

### Activity 4 Interesting vocabulary

Revise the term *vocabulary* and what it means. Point out that this story has interesting vocabulary because much of it is to do with mountain biking and has been developed by mountain bikers themselves. Invite students to look at the glossary. It will help with the meaning of some words. Ask: What's a hairpin bend? Why is it called that? Discuss how familiar vocabulary can be used in an activity like mountain biking to create its own language.

### Activity 5 Compound words

Find compound words to list and read, e.g. *backyard*. Discuss the meaning of each separate word and then the meaning of the combined, compound word, e.g. *backyard* means a yard at the back of the house. Also look at the words *hairpin, saddletop, lookout, superman*.

## Day 2: Before reading

- Explain how asking questions about characters aids prediction and comprehension. Read the chart of questions from Day 1 together.
- Involve students in orally retelling the story so far through Carlo's eyes.
- Allow time for students to check headings for Chapters 3 and 4, then record a prediction about Carlo on sticky notes.

## During reading

- Read the opening of Chapter 3 to students, then students form pairs to take turns to read the rest of the chapter to each other (quietly!) Ask: Why did Maddy suggest an ambulance? Why did Carlo have a different idea to Benjy?
- Repeat the process for Chapter 4 after orally predicting what will happen to Flash.

## After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A and encourage students to fill in the worksheet with their own examples.

## 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 *Mountain Bike Rap* with students. Invite volunteers to read the rap independently. Review how to read a sentence with an exclamation mark.

## 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

Identify the rhyming words in the first verse. (*hill, thrill*) Establish that some of the rhyming words are not spelt with the same letter pattern, e.g. *dirt/hurt, flew/tattoo*. Brainstorm other rhyming words that could have been used. Group the words according to their letter patterns.

## Activity 4 Alliteration

Read the rap together and discuss the use of alliteration (same initial sound in the word) in these words – *burning round the bend, flying free*. Have students suggest words with alliteration to describe mountain biking, e.g. *pumped and puffing, strong and steady, bent to balance*. They create a verse using alliteration.

## Activity 5 Identify rhythm

Identify the rhythm of verse one by counting the syllables in each line. Brainstorm other phrases that repeat the rhythm of the first verse. Students read the verses with the substitutions.

## Day 3: Before reading

- Review the reading strategy by inviting students to recall questions they can ask themselves about characters before, during and after reading.
- Involve students in summarising what they know about Carlo in this story after allowing time for them to refer to their sticky-note predictions about him.
- Discuss how knowing and analysing characters aids prediction and comprehension.

## During reading

- Read the opening of Chapter 5 to students, then students read independently in silence. Ask individuals to read a few sentences as a way of checking their reading. Discuss the way Carlo responded to the challenge. Ask: Why did Harry suggest “two of you” deserve the name “Flash”? How did Carlo feel about Harry’s suggestion? (page 34)
- Encourage diversity of opinion and allow time for students to voice their ideas and opinions and demonstrate respect for differing views.

## After reading

- Discuss expectations for Chapter 5, then have students complete Worksheet A.

## Describe how to ride a steep hill

### Goals

- To read, understand and write a set of directions
- To identify and discuss the features of an instructional text and introduce related terminology
- To rewrite an instructional text

Directions for mountain bike tricks or moves tell you how to do them. They are an instructional text, written in a sequence of steps. The steps can be numbered or lettered to show the correct order. By following agreed steps, everyone can learn how to control a bike on a steep hill. Diagrams and labels are also useful to help the rider.

- Ask: What do you know about instructional texts? Discuss responses.
- Allow time for students to read *Riding Tight Bends*. Refer to the glossary for a description of hairpin bends.
- Talk to students about how directions are written. Model how to begin writing the directions using Worksheet B.
- Students brainstorm a list of alternative headings for directions on how to ride down a steep hill. Listen for important words and phrases when they share their ideas. Have students write and share their headings. They can refer to online descriptions for safe riding on steep hills.
- Students prepare to write the steps. They note that most steps begin with a verb. They write the steps. Brainstorm possible diagrams with labels to make the steps clearer.
- Have students complete the task by editing the steps.
- Listen to students read their directions, noting how they vary the pace of reading to suit the content.

# Bump, Bounce, Turn

## Worksheet A Analysing characters

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Add a few words about what Carlo says and does in each chapter.

### Chapter 1 Tight Turns

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---

### Chapter 2 Saddletop Mountain

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### Chapter 3 Bucked and Broken

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### Chapter 4 Finding Flash

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### Chapter 5 Dash to Flash

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# Bump, Bounce, Turn

## Worksheet B Reading and writing an instructional text

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write directions for how to ride down a steep hill safely.

Heading
Prepare the steps
Directions
Step 1
Step 2
Step 3
Step 4

# Detective Evie

Evie is only six but she has a good memory for numbers. When she and Nonna are nearly knocked over by a blue car on a crossing, Evie remembers the number plate. Then she hears about a blue car seen speeding away from a burglary at a sports shop. Evie starts to put two and two together.



## 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

- Identifying the author's purpose

## Fluency focus

- Adjusting the pace, volume and expression to suit the reading situation

## Genre focus

- Newspaper report

## Day 1: Before reading

- Introduce *Detective Evie* by discussing the cover and reading the title together.
- Encourage students to share what they know about detectives. Record their comments on a chart headed "What we know about detectives". Discuss the importance of drawing on prior knowledge to make predictions about the text.
- Read and discuss the blurb and engage students in predicting the story. They write their predictions on sticky notes. Allow time for them to share and compare their predictions with a partner and the group.
- Introduce the reading strategy by discussing the importance of listening to yourself when you read and model how listening helps you to:
  - track and enjoy the story
  - self-correct if the text doesn't make sense or doesn't sound right.
- Students practise applying the strategy by rereading the blurb independently.

## During reading

- Read the Chapter 1 title and discuss its relevance to the story.
- Read the opening of Chapter 1 to students, then choral read it together. Add to the chart any new information that might be relevant about detectives.
- Identify the voice of the story by asking: Who is telling this story? Allow students to justify their opinions and encourage them to use excerpts from the text to support their answers. (Check on page 4 to see who the story is told by.)
- Pose questions to help students make connections with the text and reflect on what happened and the relationships between the characters. Ask: What does "Up here!" mean on page 5? Who was Nonna talking to when she shouted on page 9? What was her reaction to the speeding car? How did Evie react?

- Talk about Evie's role in the story so far, then identify the significant events and the main idea of the chapter. Ask: What message do you think the author is trying to convey?
- Have students check their original predictions about the story and record a different prediction or refine their original thoughts.
- Read the opening of Chapter 2 to students. Encourage students to carry on reading independently. Model how to read pages 14-15. Students echo read the pages.

## After reading

- Introduce Worksheet A and model how students should make entries for Chapters 1 and 2.
- Allow time for students to share and compare their work.

## Fluency focus

Read *Thieves Aced by Six-Year-Old* or *Detective Evie Rap* to students. Discuss how readers need to use their voices when reading to an audience. Have students read *Thieves Aced by Six-Year-Old*. They practise adjusting their pace, volume and expression to suit the reading situation.

## Vocabulary and spelling activities

### Goals

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- variant graphemes for /s/
- past tense -ed suffix
- syllables
- hyphenated words
- possessive apostrophe

### Activity 1 Variant graphemes for /s/

Write and spell the word *officer* together. Identify the sound of the letter c. (/s/) Invite students to brainstorm other words with c sounding like /s/, e.g. *cell*, *cent*. They look for more words in the text and record them as a list. (*aced*, *ice*, *magnificent*, *noticed*) Read the words together. Find words with /s/ spelt sc, st, ce, se, e.g. *glimpses*, *sci-fi*, *listening*, *aced*, *circled*, *worse*, *else*. Underline the letters that represent /s/. Say the words.

### Activity 2 Past tense -ed suffix

Write the following words on the board: *finished*, *looked*. Identify the common element (-ed) and discuss its meaning in each word by breaking the words into smaller parts, e.g. finish + ed = finished. (-ed makes the past tense of a verb, meaning the action happened at a prior time) Review the term *suffix* and locate words in the text ending with the suffix -ed, e.g. *wanted*, *walked*, *barked*, *counted*. Have students copy the list. Repeat for the suffix -ing - present continuous verb, meaning the action is happening now, e.g. *listening*, *speeding*.



### Activity 3 Syllables

Define the term *syllable* and model how to break written words into syllables using one- (news), two- (re/port), three- (re/mem/ber) and four-syllable (re/mem/ber/ing) words from the text. Explain that the strategy helps readers spell and pronounce unfamiliar words. Find words in the text with one, two, three and four syllables. Students group them in terms of number of syllables.

### Activity 4 Hyphenated words

Find words in the text with hyphens and say what they mean, e.g. *car-boot sale*, *sports-goods thieves*. Think of other examples. Discuss the meaning of *getaway car* (which has no hyphen). Find the dash on pages 16 (The number plate I knew I'd never forget – EAF 777.) and 20 (I knew what I had to do – nothing.). What does the dash mean? (Pause, like a comma.)

### Activity 5 Possessive apostrophe

Write the words *Sam's sports shop* on the board. Discuss the apostrophe and what it means. (The sports shop belongs to Sam.) Find other examples in the text to list and discuss, e.g. *Nonna's delicious pasta*, *Nonna's ice cream*, *Nonna's car*.

## Day 2: Before reading

- Review the reading strategy by covering some words in the statements on the “What we know about detectives” chart. Ask students to predict the missing words as they read the statements aloud.
- Record predictions and tell students they were able to make good predictions because they were listening to themselves and drawing on their prior knowledge of what detectives or the police do, as they read.
- Allow time for students to share their revised predictions about the story, then read the Chapter 3 title together.
- Have students share related personal experiences and their connections with the text so far.

## During reading

- Discuss the Chapter 3 title and who it might be about. Read the opening of Chapter 3 to students, then choral read it together. Stop at appropriate places to discuss Evie's thoughts and what she does to help herself remember details. Discuss: Why is there a dash on page 16? (It indicates a pause or that something important is following.)
- Students read Chapter 4 quietly to themselves. At the end of the chapter invite students to add information to the “What we know about detectives” chart.

## After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A and encourage students to draw on prior knowledge to complete the task.

# 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 *Detective Evie 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. Note any deviations and discuss. Identify the words at the end of the second line and the last line of each verse. Identify the words that rhyme and the words that don't. Have students choose a set of rhymes and write a verse using the same pattern as the original. They perform their verse as part of a group performance.

## Activity 4 Identify rhythm

Identify the way that syllables work to establish a rhythm. Show how the rhythm is established when the last two lines are read as one. Brainstorm for other phrases with a similar rhythm that could be introduced. Have students practise adjusting the pace, volume and expression of their voices to add another dimension to the sound pattern.

## Activity 5 Publish a rap

Have each student produce their own rap about one aspect of being a detective. They use a computer and add graphics to their rap. Students jointly publish their raps as one book along with other details about remembering things. Identify the cover features of books that are made up of collections of stories. Have students include all of these features in their publication of raps.

## Day 3: Before reading

- Review the reading strategy by discussing how listening when reading helps readers stop and self-correct when the text doesn't sound right.
- Model how to use excerpts from the text when talking about features of the story. Ask students to describe their favourite part of the story so far.
- Involve students in checking predictions and making any final additions or changes. Remind students about how making predictions and connections with the text helps the reader.

## During reading

- Read the opening of Chapter 5 to students, then they form pairs and take turns to read the rest of it. Discuss the ending in light of students' predictions and allow time for them to confirm or negate their predictions.
- Identify the significant events in the chapter. Discuss the chapter title and what it means.
- Invite students to identify unfamiliar words in the text, e.g. *equipment, burglars, racket, grateful, mention*.

## After reading

- Students complete their connections with the text for Chapter 5 on Worksheet A and discuss what message the author is trying to convey.

## Become a Newspaper Reporter

### Goals

- To read and understand a newspaper report
- To identify and talk about the features of a newspaper report

Newspaper reports tell us about a real event or community news. They include information about the "what, where, when, who, how, why" details. Reports are written in the past tense. They are written in paragraphs and they begin with a headline.

- Ask: What do you know about newspaper reports? Allow time for students to read *Thieves Aced by Six-Year-Old* and identify the purpose of each paragraph.
- Model how to get started by brainstorming three possible headlines for their newspaper report. Then involve students in jointly constructing an opening sentence for two of the headlines. They use Worksheet B to enter their work.
- Read the quotes included in *Thieves Aced by Six-Year-Old* and work backwards to identify some of the questions that may have been asked of Evie. Help students to begin work by modelling how to compose a question to Evie. They conduct an imaginary interview.
- Look at the comments quoted from the interviewees and review the use of quotation marks.
- Discuss how the report could have a graphic. Students could add a map of where Evie saw the car. Students could compose extended labels for the map. Remind them to use the illustrations from the book to help them with their graphics.
- Brainstorm a list of things students know about bystanders helping police with their enquiries and discuss how that information could be used to compose a paragraph.
- Listen to students as they share their work on Worksheet B, noting their ability to create headlines, compose opening statements and questions and answers.

# Detective Evie

## Worksheet A Identifying the author's purpose

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What connections can you make with the story?

### Chapter 1: My Amazing Memory

List three things you know that help to memorise details.

### Chapter 2: The News Report

What was Evie thinking about when Nonna was talking about the ice creams?

### Chapter 3: What Do I Do?

Give two reasons why it was easy for Evie to remember the number plate of the speeding car.

### Chapter 4: The Car-Boot Sale

What would you want to buy at a car-boot sale?

### Chapter 5: Put Two and Two Together

How do you think Evie felt when she was thanked by the officer?

# Detective Evie

## Worksheet B Reading and writing a newspaper report

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Make up three headlines for your report. Add an opening sentence for one headline.

Conduct an imaginary interview with Evie. Ask three questions and make up some answers.

Name of person being interviewed:

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Use your interview questions and answers to add another comment to the report.

# Finding the Safe

Team Turbo decided to go to the cave under the cliffs in the holidays. On the way they found some money and a safe on the path. It was Stace and Doris, the dog, who helped the police to catch the thieves.



## Reading strategy

### Using prior knowledge to make predictions about and connections with the text

- What do I know about this situation?
- Has this ever happened to me?
- What will happen next?
- What similar texts have I read?

## Comprehension focus

- Identifying the author's purpose

## Fluency focus

- Adjusting the pace, volume and expression to suit the reading situation

## Genre focus

- Newspaper report

## Day 1: Before reading

- Look at the cover and read the title together. Students identify the word *safe*. Discuss what a safe is and whether students have seen one. What do they know about safes?
- Have students make two written predictions about what the book might be about. Show the title page illustration and allow time for students to add to or change their predictions. They share and compare their predictions with a partner and the rest of the group.
- Introduce the reading strategy by discussing the importance of using prior knowledge to make predictions about and connections with the text. Ask: How does this help readers?
- Review the questions readers can ask to help with this reading strategy.

What do I know about this situation?

Has this ever happened to me?

What will happen next?

What similar texts have I read?

- Ask students to find and read the blurb to themselves. Then choral read it together.
- Have students refine their predictions.

## During reading

- Read the heading of Chapter 1. Encourage students to make connections with the text. Ask: What does the heading suggest? How could this link to a safe? Discuss responses.
- Read the opening of the chapter, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension. Ask students to share stories of their own school holiday activities.

- Read the heading of Chapter 2. Ask students to predict how the money got on the path. Read the opening of the chapter, then have students take over reading independently in silence. Go around all or some of the students and ask them to read a few sentences. This is an opportunity to check their reading.
- Discuss the importance of identifying who is telling a story (voice). Have students identify the narrator for *Finding the Safe*. (Look at page 4 to confirm.)

## After reading

- Review the idea of making connections with the text. Explain that these are things from our own lives that the text makes us think about. Read Worksheet A and model how students should make entries for Chapters 1 and 2.
- Allow time for students to record, share and compare their entries.

## Fluency focus

Read the *Children in Safe Return* or the *Crime-Fighting Dog* rap with students. Discuss how to use your voice when reading to an audience. Students practise varying the pace of reading in response to the punctuation marks.

## Vocabulary and spelling activities

### Goals

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- words from the same base word
- variant graphemes for /j/
- variant graphemes for /z/
- the schwa sound

### Activity 1 Words from the same base word

Write, read and spell the word *safe* together. Identify it as a base word and have students create more words using the base word *safe*, e.g. *safely*, *safety*, *safest*. Discuss the grammatical status of each word (adverb, noun, superlative). Repeat the process for other base words such as *note*, *smile*, *argue*.

### Activity 2 Variant graphemes for /j/

Write the word *edge* and ask students to read it slowly together, blending the sounds. Ask: What sounds do you hear in this word?? (/e/ /j/) Underline the letters that make the /j/ sound. Brainstorm other words with the spelling pattern of dge making the /j/ sound, e.g. *fridge*, *hedge*. Have students record the list and underline the /j/ sound. Brainstorm other words with the /j/ sound and list them according to the spelling of the /j/ sound, e.g. *cage* (ge), *gem* (g). Read the words.

### Activity 3 Variant graphemes for /z/

Ask students to find and list interesting words from *Finding the Safe* with the /z/ sound spelt in different ways, e.g. *deserve*, *praised*. Have students quietly read their lists and underline the letter/s that make the /z/ sound. Think of other words that have the letters zz, se or ze representing /z/, e.g. *buzz*, *snooze*, *cheese*. List, sort and read the words.

### Activity 4 The schwa sound

Display the words *closer* and *treasurer*. Say the words together. Notice that the er on the end sounds like a shortened version of /u/. This is the schwa sound. Brainstorm other words to list and read with the schwa sound, e.g. *teacher*, *farmer*, *higher*.

## Day 2: Before reading

- Review the strategy of making predictions about and connections with a text and how this helps the reader.
- Recall the story so far, including possible reasons why the money was on the path.
- Allow time for students to check the next two chapter headings, add to their original written predictions, then share them with the group.

## During reading

- Read Chapter 3 with students, stopping at appropriate places to ask questions. After reading "*Don't worry, Curly!*" Pumpkin patted the top of his head. "*I'm just going to help you spend it!*" ask: What sort of relationship do you think Curly has with Pumpkin? What evidence did you read in earlier chapters to justify this view? ("*He always copied whatever Pumpkin said.*" page 15)
- Read the opening of Chapter 4, then have students take over reading independently in silence. Go around all or some of the students and ask them to read a few sentences. This is an opportunity to check their reading. At the end of the chapter have students share their ideas about the significance of the piece of cloth that Doris found.

## After reading

- Review and model how to make connections with the text for Chapters 3 and 4 on Worksheet A.
- Students complete the worksheet. Remind them to draw on prior knowledge and experience to complete the task.

## 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 the *Crime-Fighting Dog* 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

Identify the rhyming words in each verse. Encourage them to identify whether the rhyming words are spelt with the same or different graphemes. Brainstorm a list of words that could have been used in the rap. Group the words according to the grapheme-phoneme correspondences.

## Activity 4 Make a readers' theatre script

Have students work in groups of three. The group decides which member will read what line individually and which lines/words they will read together. Students practise varying the volume of their voices to add another dimension to the sound pattern. They perform their scripts for the class.

## Activity 5 Publish a rap

Have each student reread the rap and produce their own rap verse about one aspect of crime fighting. Have students use a device and add graphics to their rap. They jointly publish their raps as one book along with other details about crime fighting. Identify the cover features of books that are made up of collections of stories. Have students include all of these features in their publication of raps.

## Day 3: Before reading

- Review the reading strategy by inviting students to discuss how making predictions about a text helps them.
- Allow students to retell the story so far and check their written predictions with a partner.
- Students can make additions or changes to their predictions after reading the Chapter 5 heading.

## During reading

- Read the first two pages of Chapter 5 to students, asking them to note where you varied the reading to suit the situation.
- Students take over, choral reading the rest of Chapter 5 together. Discuss the ending and allow time for students to confirm or negate their predictions.
- Have students talk about unfamiliar words in the chapters, e.g. *couple*, *station*, *alarm*, *argue*, *arguing*, *caught*. Involve students in decoding the words.

## After reading

- Allow students to complete their connections with the text for Chapter 5 on Worksheet A.

## Become a newspaper reporter

### Goals

- To read and understand a newspaper report
- To identify and talk about the features of a newspaper report
- To compose and record features of a newspaper report

Newspaper reports tell us about a real event or community news. They include information about the “what, where, when, who, how, why” details. The text is written in the past tense. They are written in paragraphs and they begin with a headline.

- Ask: What do you know about newspaper reports? Allow time for students to quietly read *Children in Safe Return* and identify the purpose of each paragraph.
- Model how to get started by brainstorming a list of different headlines for this newspaper report, then involve students in jointly constructing an opening sentence for two of the suggested headlines.
- Read the comments included in *Children in Safe Return* and work backwards to identify some of the questions that may have been asked of Benjy and Evie. Help students to begin work by modelling how to compose a question to ask a member of Team Turbo involved in the adventure.
- Look at the comments quoted from the interviewees and review the use of quotation marks.
- Discuss how the report could have a graphic. Students could add a diagram of the cliff path. Students can compose extended labels for a diagram. Remind them to use the illustrations from the book to help them with their diagrams.
- Brainstorm a list of things students know about being honest if you find something valuable that is obviously lost.
- Listen to students as they share their work on Worksheet B, noting their ability to create headlines, compose opening statements, questions and answers and add another quote to a newspaper report.

# Finding the Safe

## Worksheet A Identifying the author's purpose

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What connections can you make with the story?

<p><b>Chapter 1, Going to the Cave</b> Jot down five things you have done in the school holidays.</p>	<p><b>Chapter 2, How Did it Get Here?</b> How do you think the money got on the cliff? Jot down your ideas.</p>
<p><b>Chapter 3, Lots of Money</b> Write down five things you know about dogs and how they help people.</p>	<p><b>Chapter 4, Reporting the Safe</b> What would you do if you found money lying on a path?</p>
<p><b>Chapter 5, Catch the Thief</b> Do you think the ending of the story was a good one? Give reasons why or why not.</p>	

## Finding the Safe

### Worksheet B Reading and writing a report

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Make up three different headlines for the newspaper report *Children in Safe Return*. Add an opening sentence beneath each headline.

Conduct an imaginary interview. Ask three questions and make up some answers.

Name of person being interviewed:

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Use your interview questions and answers to add another quote to the newspaper report.

Make a diagram of the cliff path where the money was found to go with the report.

# Game On!

Flicker is Harry's favourite gamer. When Flicker plans to livestream his latest game, Harry is determined to be there. But the bus breaks down so Team Turbo has to watch from outside. That's when Harry notices something suspicious and gets to save the day and livestream with Flicker!



## Reading strategy

### Being positive about reading

- Read with confidence
- Scan the text before reading
- Use prior knowledge to predict and make connections
- Listen to and watch others read
- Practise reading with others and independently

## Comprehension focus

- Predicting outcomes and identifying the main idea

## Fluency focus

- Recognising and reading important words with confidence

## Genre focus

- Transactional text (interview)

## Day 1: Before reading

- Introduce *Game On!* by reading and discussing the title. Students discuss what they think is happening in the cover illustration.
- Define the words *Game On*. Have students make predictions about what the game might be and what it means if someone says "Game on!"
- Allow time for students to scan the book including the contents page to check their predictions and to share any other discoveries they make.

## During reading

- Introduce the reading strategy by discussing the importance of being positive about reading and the benefits of being a good reader. List the skills that positive readers use:
  - reading with confidence
  - scanning the text before reading
  - using prior knowledge to predict and make connections
  - listening to and watching others read
  - practising reading with others and independently
- Involve students in practising the strategy by having them apply the skills as they read the title and blurb with a partner. Ask: Were you confident as you read? What made you confident?
- Read the Chapter 1 heading and discuss the use of the word *update*. Ask: What does the word suggest? Students use their own experience of games to make predictions.
- Read the opening of Chapter 1, then have students take over, choral reading it together. Remind them that reading with others helps confidence in reading and being positive about reading. Stop at appropriate places to ensure understanding. Ask: Why didn't Harry tell Team Turbo why he wanted them to meet at the Surf Club?

- Ask questions that will help students reflect on what has happened and the relationships between characters, e.g. on page 8, why did Carlo say, “We could be famous!”?
- Talk about Harry’s role in the story so far. Identify the significant events and the main idea of the chapter. Have students check their predictions for the chapter and confirm or negate them.
- Read the Chapter 2 heading and have students make predictions about what Team Turbo might be going to do and why. Repeat the process above to read Chapter 2. Ask: Why was Benjy’s idea important? Discuss what “sopping” means on page 14.

## After reading

- Distribute Worksheet A and discuss expectations. Model how students should make entries for Chapters 1 and 2. Remind them that they will need to reread the text to identify significant events.
- Students write the main ideas for Chapters 1 and 2.

## Fluency focus

Read *Electra Foiled* or *Great Grandma Gaming Rap* with students. Discuss how you use your voice when reading to an audience. Students recognise and read important words with confidence.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- alliteration
- variant grapheme for /o/
- reading and spelling unfamiliar words
- variant grapheme for /ch/

### Activity 1 Alliteration

Introduce the term *alliteration* and explain that it is a strategy used by writers to make their writing more interesting. Alliteration occurs when two or more words have the same initial sound(s) in them, or the same beginning letters, e.g. *Team Turbo*. Ask students to find instances of alliteration in *Electra Foiled*, e.g. *livestream launch*, and in *Great Grandma Gaming Rap*. Write these on the board and identify the sounds that are repeated by underlining the letters that represent the sounds. Have students apply understanding about alliteration to make an alliterative name card for a character in the story or for their own name, e.g. *Marvellous Maddy, Happy Harry*.

### Activity 2 Variant grapheme for /o/

Display the word *wash*. Say the word together. Notice the sound that the a makes. (/o/) Think of more words that have the sound /o/ written as a, e.g. *wander, wasp, swan, was*. Practise saying and spelling them.

### Activity 3 Reading and spelling unfamiliar words

Involve students in listing words that are unfamiliar in alphabetical order. Have them break the words into chunks and underline the part(s) of the words that are challenging to decode. Allow time for them to practise reading, sounding out and spelling the words. Model a range of strategies for remembering how to spell challenging words, such as *competition*, *notification*, *sabotage*, *foiled*, *splotches*, *launch*, *venue*. Review any variant graphemes that are challenging for the students, then provide time for them to study and learn to spell the words. Discuss the meaning of the words.

### Activity 4 Variant grapheme for /ch/

Write the following words on the board: *chosen*, *launch*, *cheer*. Read them together and identify the common element. (the /ch/ sound) Underline the ch in each word and discuss the fact that the two letters together make one sound. It is called a digraph. Brainstorm other words with /ch/ sound, e.g. *reach*, *chin*, *children*. Have students record the words and read them. They note the position of the digraph /ch/ in each word. Look for words with the variant grapheme tch for /ch/, e.g. *watch* (page 11), *splotches* (page 6). Practise saying them, noticing that tch is one sound. Brainstorm more words with tch for /ch/, e.g. *kitchen*, *witch*, *match*. Record and read the words.

## Day 2: Before reading

- Review how having a positive attitude helps us improve as readers and the importance of drawing on what we know about texts, words, letters, sounds, grammar and punctuation when we read. Discuss how this knowledge helps us make good predictions about the text.
- Involve students in orally summarising the story so far.
- Allow time for students to read the next two chapter headings and make predictions.

## During reading

- Read the opening of Chapter 3 to students, stopping at appropriate places to pose questions that will help students develop understanding.
- Then students take over the reading in pairs, taking turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension. Stop at appropriate places to identify significant events and the main idea of the chapter.
- Repeat the process for Chapter 4.

## After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A and review how the main ideas were reached for Chapters 1 and 2.
- Model the process and allow time for students to complete the task.

# 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 *Great Grandma Gaming Rap* by Harry Gill to students, then choral read it together. Volunteers read the rap independently or with a partner.

## Activity 2 Perform the rap

Encourage students to move their bodies, clap their hands or click their fingers in time to the rap.

## Activity 3 Identify rhyme

Identify the rhyming words in each verse. Have students substitute other rhyming words that make sense in one of the verses.

## Activity 4 Make a readers' theatre script

Have students work in pairs and decide which lines they will read independently and which lines they will read together. Have students perform for the class using their scripts.

## Activity 5 Create a new rap

Have students work together to write a new rap about the Game On competition, using the same rhyming pattern and rhythm.

## Day 3: Before reading

- Review the reading strategy, saying that when they look at a page, students should be positive and think to themselves, "I can read this page".
- Review the text features which help make story predictions (title, chapter heading, sentences and important words).
- Have students make predictions about how the story might end and share these with the group. Use prior knowledge about story endings to help with predictions.

## During reading

- Read Chapter 5 with students, stopping at appropriate places to confirm or negate predictions.
- Model reading dialogue with expression on page 30. Students echo read the passage. Students do the same without a model on page 31.



## After reading

- Allow students to complete their main idea statements for Chapter 5 and the whole story on Worksheet A.
- Students return to the group to discuss and compare these.

## Become a TV interviewer

### Goals

- To read and write an interview
- To identify and discuss the features of a written interview

Tell students that interviews are often conducted with people who have done something newsworthy. They are published so the reader can get to know the person and share their experience. The interviewer researches the person and what they did and makes a list of closed and open-ended questions. They keep the audience in mind when preparing questions. A good interviewer allows the guest to do most of the talking.

- Ask: What do you know about oral and written interviews? What is the difference?
- Allow time for students to quietly read *Electra Foiled* then discuss how the text is organised. Discuss the question-and-answer format.
- Students read the text with a partner, with one being responsible for reading the questions and the other reading the answers.
- Distribute Worksheet B and model how to use the format to record statements and questions.
- Discuss the difference between statements and questions and the purpose of each. Use the questions “Did Electra get caught?” and “What gave Electra away?” to demonstrate the difference between a closed question and an open-ended question. Have students think of an open-ended and a closed question to share.
- Students complete the task on Worksheet B, conducting an interview with Harry. They edit their interview and proofread it. They publish the interview to use as a script.
- Students work with a partner to rehearse a presentation of their interview. They practise their scripts and conduct their interview for the group.

# Game On!

## Worksheet A Identifying the main idea

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Identify the main idea in each chapter.

Chapter 1:	Chapter 2:
Chapter 3:	Chapter 4:
Chapter 5:	
Identify the main idea of the whole story. The author wants the reader to think about...	

# Game On!

## Worksheet B Reading and writing an interview

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Make a list of statements and questions to use in an interview with Harry.

Interviewer	Opening statement
Harry	Response
Interviewer	Question
Harry	Answer
Interviewer	Question
Harry	Answer
Interviewer	Question
Harry	Answer

Edit, proofread and publish your interview. Conduct your interview.

# Grom Comp Day

Grom Comp Day was the day on which Carlo wanted to show what a good surfer he was. Maddy set up a sandwich stall and Team Turbo watched the competition excitedly. But when Carlo's board broke in two, he ended up winning a different prize altogether.



## Reading strategy

### Being positive about reading

- Read with confidence
- Scan the text before reading
- Use prior knowledge to predict and make connections
- Listen to and watch others read
- Practise reading with others and independently

### Comprehension focus

- Making inferences

### Fluency focus

- Varying the pace of reading to build suspense

### Genre focus

- Explanation

## Day 1: Before reading

- Introduce the book. Allow students to make predictions about the content by looking at the title, cover illustration and blurb, then choral read it together. Engage them in sharing their knowledge and experience of surfing.
- Allow time for students to scan the book, including the contents page, to quickly see who they think the main character will be and to note features of the storyline.
- Invite students to use their prior knowledge of the characters and surfing to make their predictions and share them with the group.
- Introduce the reading strategy by discussing the importance of being positive about reading. List the skills that positive readers use:
  - reading with confidence
  - scanning the text before reading
  - using prior knowledge to predict and make connections
  - listening to and watching others read
  - practising reading with others independently
- Explain that we do this to aid fluency and comprehension.
- Say: Sometimes authors weave messages into stories to make us think about ourselves. Name some well-known stories 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

- Read the title for Chapter 1 and ask: What do you think this chapter will be about? Discuss responses.

- Read the chapter with students, then ask: Do you think Stace will feel like this throughout the story? Why or why not?
- Jointly describe Stace's attitude, e.g. "*You don't need one*", "*Maddy organised the rest of us*".
- Encourage students to make inferences. Ask: If this story is about a competition that doesn't go as planned, 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. It's helpful to demonstrate how to create a mental model of the text as students read, by explaining what you think at a given point, and flagging when a new piece of information comes up that changes what you think.
- Discuss the way Team Turbo speaks and highlight features of surfing language by rereading excerpts together, e.g. "*It was Grom Comp Day*" or "*You'll cruise it!*"
- Have students reread Chapter 1 in pairs. Move between pairs and listen to students reading. This is a good chance to find out if they have any issues with decoding, fluency or comprehension.
- Students scan the Chapter 2 heading and illustrations and predict how Carlo will feel about going surfing. Encourage them to justify their opinions.
- Repeat the rest of the process with Chapter 2.

## After reading

- Read Worksheet A and model how students can use excerpts from the text to read between the lines to show what the other characters are thinking.
- Have students add thought bubbles for Chapters 1 and 2.

## Fluency focus

Read *Surfing Terms* or *Surf Lingo Rap* with students. Discuss how a reader should use their voice when reading to an audience. Students read *Surfing Terms*. They practise varying the pace of reading to build suspense.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- variant graphemes for /ar/
- abbreviations
- opposites
- figurative language
- variant graphemes for /or/

### Activity 1 Variant graphemes for /ar/

Invite students to find words with the /ar/ vowel sound in the text then list them on a chart, e.g. *Carlo, start, hard, arm, half*. Have students name variant graphemes for the /ar/ sound in the words and underline these on the list. Brainstorm more words with the /ar/ vowel sound to add to the list, eg. *calm, rather, cast, plaster, part*. Group them according to how the /ar/ sound is spelt (ar, al, a), e.g. *vast, after, plant, father* (a); *calm, calf* (al). Then read the list together.

### Activity 2 Abbreviations

Discuss what an abbreviation is – shortened form of words, or letters standing in place of a word. Direct students to look at the title. Ask: What is it short for? (grommet competition) Brainstorm abbreviations the students know and create a list of them with the full version alongside, e.g. *OK/okay, email/electronic mail*.

### Activity 3 Opposites

Discuss the meaning of *opposite*. Brainstorm a list of opposites, e.g. *happy/sad, left/right, big/little*. Have students use a chapter of the text to find five words. They write the words and their opposites, e.g. Chapter 1: *good/bad, gentle/strong, biggest/smallest*.

### Activity 4 Figurative language

Discuss the meaning of figurative language. (When an author describes an object by comparing it to something, the word helps to create an image or picture in the reader's mind.) Have students look for examples in the text and discuss their meaning. For example, on page 19, *Using a board like that in a surf contest is like trying to race the space shuttle in a hot-air balloon!*; on page 20, *Try and be more like your surfboard - and snap out of it!* Brainstorm other examples of figurative language and record, read and discuss the pictures they create in the reader's mind.

### Activity 5 Variant graphemes for /or/

Record the following words on the board, *your, shore, formed, saw, all*. Read the words together. Ask: What sound can you hear in each word? What variant graphemes represent the /or/ sound? Underline the letters that make /or/. Have students add other words with the /or/ vowel sound to the list, e.g. *ignore, according, also*. They record the words and learn to read and spell them.

## Day 2: Before reading

- Review how having a positive attitude helps us improve as readers and the importance of drawing on what we know about texts, words, letters, sounds, grammar and punctuation when we read.
- Involve students in orally summarising the story so far.
- Allow time for students to read the next two chapter headings and discuss the implied meanings. Involve them in orally retelling the story so far through Stace's eyes.

## During reading

- Read the opening of Chapter 3, then have students take over reading independently in silence. Go around all or some of the students and ask them to read a few sentences. This is an opportunity to check their reading. Pose questions that will help students develop understanding. Ask: What could you say about Pumpkin and Carlo as they competed in the competition? Why did Carlo change his mind about using the big board?
- Repeat the process for Chapter 4 after orally predicting who will win the competition. Ask: What do you think will happen to Doris? And Carlo? Continue to read, stopping where appropriate to prompt students to infer meaning from the text.

## After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A. Students complete thought bubbles for Chapters 3 and 4. 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 the *Surf Lingo 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. Note any deviations and discuss. Identify the words that rhyme and those that don't. Have students choose a set of rhymes and write a verse using the same pattern as the original. They perform their verse as part of a group performance.

### Activity 4 Identify rhythm

Identify the way syllables work to establish a rhythm. They identify the rhythm that is established when the last two lines are read as one. Students brainstorm other phrases with a similar rhythm that could be introduced. They practise varying the volume of their voices to add another dimension to the sound pattern.

### Activity 5 Publish a rap

Have each student produce their own rap about one aspect of surfing. They use a device and add graphics and jointly publish their raps as one book along with other details about surfing.

## Day 3: Before reading

- Review the reading strategy by inviting students to recall the things they can do to show that they have a positive attitude towards reading.
- Discuss how making inferences aids comprehension of the story.

## During reading

- Read the opening of Chapter 5 to students, then students take over choral reading it together. Focus on fluency. Discuss the way Carlo responded when he reached Doris. Ask: Why did everyone cheer? Why did Team Turbo cheer when Pumpkin was awarded the trophy? Why was Doris asleep at the prize giving?
- Encourage students to share any inferred messages in the chapters.

## After reading

- Discuss expectations for Chapter 5 on Worksheet A, then have students complete the task.

## Publish a report

### Goals

- To read and write an explanation text
- To identify and talk about the features of an explanation text

Explanations tell us how things work and what they are. They make things clearer for the reader. The title tells what the explanation will be about. They might include technical words or important words. They are written in paragraphs, steps or lists. They use definitions and descriptions.

- Ask: What do you know about explanations? Discuss responses.
- Students read *Surfing Terms*. Discuss how the definitions are written. Ask: What did you already know about surfing? What did you learn?
- Model how to write definitions. Explain that a list of terms can be written as phrases rather than complete sentences.
- Have students choose a sport, a music group, movies or other category to write an explanation about. They use the internet to write down terms and to check the definition of their terms.
- They write their own lists and definitions on Worksheet B.
- Model how to edit to make an explanation text easy to understand. Use sample definitions from students' explanations.
- Have students apply the same editing process to edit their own list and add an appropriate title.
- Talk to students about how we read explanations and the purpose of their features. Listen for important words and phrases.
- Invite students to share their work on Worksheet B with others.



# Grom Comp Day

## Worksheet A Making inferences

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Draw a thought bubble with text for each chapter.

### Chapter 1, page 6

What was Stace really thinking when she said, "You don't need one"?

### Chapter 2, page 14

What did Maddy really mean when she shouted, "Go! Go! Go!"?

### Chapter 3, page 19

What was Pumpkin really thinking when he said, "You could use mine!"?

### Chapter 4, page 22

What was Carlo really thinking when he smiled?

### Chapter 5, page 34

What does the author really mean by, "the perfect board for next year's Grom Comp."?

# Grom Comp Day

## Worksheet B Reading and writing an explanation

Name: \_\_\_\_\_ Date: \_\_\_\_\_

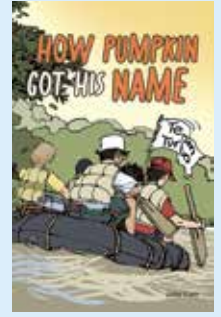
Write a category you have chosen.

Write your list of terms and their definitions.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

# How Pumpkin Got His Name

Pumpkin Patterson's real name was Porter Patterson. When the Saltspray River Raft Rumble Shield race took place, something happened on the finish line. Team Turbo always called him Pumpkin after that.



## Reading strategy

### Rereading

- Prompt students to reread if the text sounds wrong
- Think about the meaning of the whole sentence
- Come back to the challenging part and work it out by using decoding knowledge
- To ensure text now makes sense and sounds right

### Comprehension focus

- Making inferences

### Fluency focus

- Using expression and character voices when reading dialogue

### Genre focus

- Personal narrative

## Day 1: Before reading

- Introduce *How Pumpkin Got His Name*. Ask students to 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 well-known stories 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 strategy of rereading to:
  - Prompt students to reread if the text sounds wrong
  - Think about the meaning of the whole sentence
  - Come back to the challenging part and work it out by using decoding knowledge
  - To ensure text now makes sense and sounds right.
- Read the opening of Chapter 1 with students. Ask: Did you notice that I reread parts of the text? Why did I do this? Discuss responses and list the reasons for rereading. Explain that rereading is a strategy they could use when they are having difficulty reading or understanding a text.
- Students take over reading in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!), practising the rereading strategy. Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with **decoding, fluency and/or comprehension**.

- Read page 7 to find the word *engraved*. Reread the whole sentence to clarify the meaning of *engraved*. Ask: What part of the sentence helps with understanding?
- Allow time for students to read parts of Chapter 1 to practise the rereading strategy.
- Encourage students to make inferences. Ask: If this story is about how Porter got his nickname, 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. It's helpful to demonstrate how to create a mental model of the text as students read, by explaining what you think at a given point, and flagging when a new piece of information comes up that changes what you think.
- Reread page 8. Ask: What does Porter mean when he says "*You must have a very fast raft.*"?
- Read on to page 9, "*I thought that was a pack of donuts!*" Ask: What does Porter mean when he 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 1–2.

## Fluency focus

Read *My Diary* or *The Raft Rap* with students. Discuss how the reader uses their voice when reading to an audience. Students read along with *My Diary*. They read pages 6-7 of the story and practise using expression and character voices when reading dialogue.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- comparatives and superlatives
- writing a glossary
- compound words
- variant pronunciations of oo

### Activity 1 Comparatives and superlatives

Draw three objects. Say: This one is big. This one is bigger (comparative), but this one is the biggest (superlative). Tell students that comparatives compare two things and superlatives compare more than two things. Model the process of forming comparatives for other words that have *er* and *est* added, e.g. *high*, *thick*, *mean*. Direct attention to the words *wider*, on page 15 and *oddest* on page 37. Tell students that when a base word ends in "e", make a

comparative by adding *r* (*wider*) or *st* for a superlative (*widest*). When a base word ends in “y”, it will change to an “i” before adding *er* or *est*: happy, happier, happiest. Direct attention to the words *best* and *worst* on page 36. These are superlatives. Discuss what the base words and comparatives are. These are exceptions (*good, better, best; bad, worse, worst*). Have students use these rules to write comparatives and superlatives for *deep* and *strange*.

## Activity 2 Writing a glossary

Direct students’ attention to the glossary on page 40 and discuss its purpose and features. They select four rafting words and record them on a chart in alphabetical order, e.g. *current, inflatable, lifejacket, paddle*. Guide students in the use of a 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.

## Activity 3 Compound words

Ask students to define compound words. Model how two words have been joined together without a hyphen to make one word, e.g. *every + one = everyone*. Ask students to find or think of five compound words each. They list their words in alphabetical order, e.g. *horsepower, lifejacket, sandbank, birthday*. Together construct and record an alphabetised list of students’ compound words. Write the two words that were joined alongside each compound word. Discuss the meaning of the two words and the compound words that resulted.

## Activity 4 Variant pronunciations of oo

Brainstorm a list of words with *oo* in them (*pool, book, took, school*). Record the words on the board then read them together. Ask: What do you notice about the sound that the *oo* makes? Involve students in classifying the words into groups according to the sound that the *oo* makes, i.e. *pool* and *school* have a different sound to *book* and *took*. Students create a chart with lists of /oo/ words according to the sound of the vowel. They can use *book* and *pool* as headings. They search for words from the text to add to the chart and share it with a partner.

## Day 2: Before reading

- Reread the list of predicted messages from 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 3–4.
- Stop on page 22 at *castle*. Ask: Why was Harry keener after losing a paddle? Why did he shout “Paddle” without having a paddle?
- Continue to read together, stopping where appropriate for students to infer meaning.

## After reading

- Have students complete thought bubbles for Chapters 3–4 on Worksheet A and share. 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 *The Raft 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

Identify the rhyming words in each verse. Encourage them to identify whether the rhyming words are spelt with the same or different spelling patterns. Brainstorm a list of words that could have been used in the rap. Group the words according to spelling patterns.

### Activity 4 Make a readers' theatre script

Have students work in groups of three. The group decides which member will read which lines individually and which lines/words they will read together. Students practise varying the volume of their voices to add another dimension to the sound pattern. They perform their scripts for the class.

### Activity 5 Publish a rap

Have each student reread the rap and produce their own rap verse about one aspect of raft racing. Have students use a device and add graphics to their rap. They jointly publish their raps as one book along with other details about raft racing. Identify the cover features of books that are made up of collections of stories. Have students include all of these features in their publication of raps.

## Day 3: Before reading

- Review the reading strategy, reminding students of the reasons for rereading.
- Invite students to discuss how making predictions about a text helps them. Allow students to retell the story so far and check their written predictions with a partner.
- Students can make additions or changes to their predictions after reading the Chapter 5 heading.

## During reading

- Read the opening of Chapter 5 to students, asking them to note where you varied the reading to suit the action.
- Continue reading the chapter together. Discuss the ending and allow time for students to confirm or negate their predictions on their sticky notes from the start of the lesson.
- Have students talk about unfamiliar words in the chapters, e.g. *grateful*, *bridge*, *vanished*, *wiping*, *nickname*. Involve students in decoding the words by splitting them into chunks or syllables.
- Ask students to note challenging words and where they would reread from.

## After reading

- Allow students to complete their connections with the text for Chapter 5 on Worksheet A.

## 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 the 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 *My Diary*. Have them talk about Taylor'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 the what, who, when and how? What parts tell us about how Taylor 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.
- Have 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.
- Listen to students read their diary entries. Talk to them about how we read personal narratives and the purpose of the features. Listen for important words and phrases when they are sharing.

# How Pumpkin Got His Name

## Worksheet A Making inferences

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Draw a thought bubble with text for each chapter.

<p><b>Chapter 1, page 6</b> What was Benjy thinking when he said, "All the racing teams have names like this."?</p>	<p><b>Chapter 2, page 15</b> What was Harry thinking when he got hit by something red and squishy?</p>
<p><b>Chapter 3, page 19</b> What was Stace thinking when she said, "Horsepower!"?</p>	<p><b>Chapter 4, page 22</b> What was Harry thinking when he said, "Paddle! Paddle! Paddle!"?</p>
<p><b>Chapter 5, page 34</b> What did Benjy mean when he said, "You just got pipped."?</p>	



# How Pumpkin Got His Name

## Worksheet B Reading and writing a personal narrative

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Analyse "My Diary" personal narrative. When did the experience happen?

List the people who Taylor writes about.

Find three different sentence beginnings.

Find four verbs (action words).

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

Read the concluding sentence and write a different one.

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

Write your own personal narrative on paper or a device.

# Kitty Cat Rescue

Team Turbo gets treats when they do good deeds. Pumpkin wants treats, too. But first he has to do a good deed. So he decides to rescue a kitten that is stuck in a tree in the school playground. This doesn't work out quite as he had planned.



## 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

- Interpreting figurative language

## Fluency focus

- Varying the pace of reading in response to a range of punctuation marks

## Genre focus

- Report

## Day 1: Before reading

- Introduce the book by discussing the cover and reading the title together.
- Encourage students to share what they know about cats and related experiences. Record their comments on a chart headed "What we know about cats".
- Read and discuss the blurb, then engage students in predicting the story. Have them write their predictions on sticky notes. Allow time for them to share and compare their predictions with a partner and the group.
- Introduce the reading strategy by discussing the importance of listening to yourself when you read, and model how to:
  - track and enjoy the story
  - self-correct if the text doesn't make sense
  - self-correct if the text doesn't sound right
- Allow students to practise applying the strategy by rereading the blurb independently.

## During reading

- Read the Chapter 1 heading and discuss its relevance to the story.
- Read the opening of Chapter 1, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension. Ask: What did you learn about Pumpkin?
- Pose questions that will help students reflect on what happened and the relationships between the characters. Ask: How does Pumpkin treat Curly?
- Have students check their original predictions about the story and record a different prediction or refine their original thoughts.
- Discuss what it means to make inferences and to read between the lines.
- Repeat the process for Chapter 2.

- Discuss features of the text where the reader must infer the meaning, e.g. “*I insist,*” *she said.* (page 13)
- Review the term *figurative language* and discuss examples from the text, e.g. *his ‘look what I got!’ grin.* (page 13)

## After reading

- Read Worksheet A and model how students should make entries for Chapters 1 and 2.
- Allow time for students to complete the task. Emphasise that when we read figurative language, we read between the lines rather than take the language literally.
- Allow time for students to share and compare their work.

## Fluency focus

Read *Cats in Trees* or *You Gotta Call Porter Rap* to students. Discuss how they should use their voices when reading to an audience. Have students read along with *Cats in Trees*. They practise changing the expression and tone of their reading to suit the features of the text and the pace of their reading in response to the punctuation marks.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- variant grapheme for /oi/
- variant graphemes for /ee/
- alliteration
- alphabetising words

### Activity 1 Variant grapheme for /oi/

Record the following words on the board: *point, avoid, voice, spoil*. Ask: What vowel sound can you hear in each word? What letters represent the sound in each word? Underline and identify the letters that make the /oi/ sound. Ask students how else can the /oi/ sound be spelt? (oy) Brainstorm words with the oy spelling of /oi/. (*boy, toy, joy, annoy*)

### Activity 2 Variant graphemes for /ee/

Record and read together the words *keep* and *bean*. Identify the common sound in both words. Underline the letter(s) that represent the long /ee/ vowel sound. Have students work with a partner to find other words with the long /ee/ vowel sound in a chapter of the text, e.g. *she, please, me, needed, keep, concrete’s, cream, Curly*. (Chapter 1) They classify the words into groups according to the graphemes that represent the long /ee/ vowel sound. Have students copy a list of words for each grapheme-phoneme correspondence and underline the letter pattern for each list. (Variant graphemes for long /ee/ vowel sound are: e, ea, ee, e\_e, y.)

### Activity 3 Alliteration

Use the title and contents page examples *Kitty Cat Rescue* and *Here Kitty, Kitty!* to model and explain alliteration which is the use of the same letter(s) or sounds to begin two words. Involve students in finding phrases that have alliteration, e.g. *terrible timing* (page 16), *big branch* (page 20), *kitty cat* (page 21). Students record their own definition of alliteration and add examples.

### Activity 4 Alphabetising words

Review the process of putting words into alphabetical order. Remind students to look for two words that start with the same letter, then look at the second letter, e.g. *look, leaves*.

## Day 2: Before reading

- Review the reading strategy by discussing how listening when reading helps readers stop and self-correct when the text doesn't sound right or make sense.
- Record students' predictions and tell them they were able to make good predictions because they were listening to themselves as they read.
- Allow time for students to share their predictions, then read the Chapter 3 heading together. Predict what the chapter might be about.

## During reading

- Read the opening of Chapter 3 to students. Students take over reading independently in silence. Discuss the competition between Pumpkin and Curly and the rest of Team Turbo. Discuss and interpret the figurative language, e.g. "*Saving Mr Cawston,*" said Evie. "*We are bean rescuers.*" *Team Turbo waved their ice blocks under our noses.*
- Repeat the process for Chapter 4.
- Add to the chart any new information learned about cats. Confirm or negate predictions.

## After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A.
- Discuss the value of rereading excerpts in context. Model the process and allow time for students to complete the task.

## 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 *You Gotta Call Porter 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. Note any deviations and discuss. Identify the words at the end of the lines of each verse. Identify words that rhyme and words that don't in each verse. Students note the different letter patterns for words that rhyme, e.g. *tree/me*. Ask: Why did Pumpkin use the word *gotta* in the rap? Students brainstorm other sets of rhyming words that could be used.

## Activity 4 Identify rhythm

Identify the way that syllables work to establish a rhythm, e.g. when the last two lines are read as one. Brainstorm for other phrases with a similar rhythm that could be introduced. Have students practise varying the volume of their voices to add another dimension to the sound pattern.

## Activity 5 Publish a rap

Students produce their own rap about one aspect of cats or kittens. They use a computer and add graphics to their rap. Students jointly publish their raps as one book along with other details about cats or kittens. Identify the cover features of books that are made up of collections of stories. Students include these features in their publication of raps.

## Day 3: Before reading

- Review the reading strategy by covering important words in the statements on the “What we know about cats” chart. Ask students to predict the missing words as they read the statements aloud.
- Model how to use excerpts from the text when talking about features of the story.
- Involve students in checking their predictions with a partner and then making final additions or changes to their predictions after reading the last chapter title.

## During reading

- Read the opening of Chapter 5 to students, asking them to note where you varied the reading to suit the situation. Then students take over, choral reading it together.
- Discuss the ending in light of students' predictions. Allow time for students to confirm or negate their predictions.

## After reading

- Discuss expectations for Chapter 5 on Worksheet A and help students get started.

# Publish a report

## Goals

- To read and write a report
- To identify and discuss the features of a report

Reports tell us all about a topic. The heading tells what the report will be about. Reports include “who, what, where, when, how, why” information. The information can be presented in a graphic form. Reports begin with an interesting opening sentence and they often end with a closing statement. Sometimes reports have subheadings to break up the text.

- Ask: What do you know about reports? Discuss responses.
- Students read *Cats in Trees*. Ask: What did you already know about cats or kittens climbing trees? What did you learn?
- Discuss the need to sequence paragraphs of a report in a logical manner. Count the paragraphs and discuss the purpose of the introduction.
- Allow time for students to reread the report, cut it into meaningful sections, sequence the sections and then paste them on paper.
- Discuss the purpose and features of a heading and subheadings, including the use of capital letters. Brainstorm a list of possible subheadings for each section of *Cats in Trees*. Read the list together.
- Allow time for students to add subheadings to the report.
- Students can add a graphic element. Model how to compose and add a caption to a graphic element. Allow time for students to complete the task.
- Listen to students read their reports, noting how they vary their pace.

# Kitty Cat Rescue

## Worksheet A Interpreting figurative language

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read between the lines to understand what the characters mean.

### Chapter 1 Eco Project

What did Pumpkin mean when he said, "Keep up, Curly."

### Chapter 2 Kindness

What did Pumpkin mean when he thought, "I didn't want to see his, 'look what I got!' grin."

### Chapter 3 Bean Rescuers

What did Evie mean when she said, "We are bean rescuers."

### Chapter 4 Here Kitty, Kitty!

What did Pumpkin mean when he thought, "I knew how it felt."

### Chapter 5 Here Comes the Fire Brigade

What did the firefighter mean when he said, "Looks like it's a double rescue today!"

# Cats in Trees

Every year, cats and kittens climb trees and won't or can't come down. People often call the emergency services to rescue them. This takes the fire brigade away from fighting fires.

Older cats can often come down from trees by themselves. They can usually jump to the ground without injury. Kittens may not be able to do this.

Cats have a remarkable ability to twist their bodies in a fall, so that they land feet down and fall at a lower speed than humans.

However, cats can still be injured from a low fall because they tense their bodies. In a higher fall, they will relax and spread out. They look a bit like a flying squirrel.

If a cat or kitten is up a tree for a long time, and shaking their food box isn't working, who should you call?

The best person to call is an arborist. This is a person who trims trees. They have the skills and equipment to climb high without damaging the tree. They can reach the cat and carry it down.



# Lights, Camera, Action

There is a film crew in town and they are looking for extras. Team Turbo starts practising their acting and singing. Then they get a flyer saying that the tryouts will be on The Donut. So they paddle off across the bay.



## Reading strategy

### Decoding unfamiliar words

- Splitting the word into syllables or chunks and using phonics knowledge to try working out each part
- Thinking about the meaning of the whole sentence
- Asking, Does that sound right? Does that make sense?
- Coming back to the unfamiliar word and trying to read it again

### Comprehension focus

- Identifying the sequence of events

### Fluency focus

- Reading with a loud, clear voice

### Genre focus

- Persuasive text (advertisement)

## Day 1: Before reading

- Introduce the story with suspense and discuss how this makes us want to finish the story. Read the title together. Read the blurb, then choral read it together.
- Ask students to make predictions about what will happen in the beginning, middle and end of the story. Ask them to record their predictions on sticky notes. Students share their predictions with a partner, then the group. Ask: What makes you think that?
- Discuss how Worksheet A will be used to identify the sequence of events in the story.
- Introduce the reading strategy and talk about how to decode unfamiliar words by:
  - Splitting the word into syllables or chunks and using phonics knowledge to try working out each part
  - Thinking about the meaning of the whole sentence
  - Asking, Does that sound right? Does that make sense?
  - Coming back to the unfamiliar word and trying to read it again
- Involve students in practising the strategy on the words *flyer*, *screen*.

## During reading

- Read the opening of Chapter 1, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension.
- Help students to identify the main events and the order that they happened. Ask: What happened first? Next? and so on.

- Repeat the process with Chapter 2. Identify unfamiliar words in each chapter and involve students in decoding them.

## After reading

- Model how to use Worksheet A and record two significant events that happened in each chapter and the order they happened.
- Have students complete Worksheet A independently.

## Fluency focus

Read *Be Extra-Special!* or *The Film Star Rap* to students. Discuss how to use their voice when reading to an audience. Students read *Be Extra-Special!* They practise reading in a loud, clear voice and changing the expression and tone of their reading to suit the features of the text.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- learning to spell bold words on Worksheet B
- variant graphemes for /igh/
- capitalisation for effect
- variant graphemes for //
- assonance

### Activity 1 Learning to spell bold words on Worksheet B

Involve students in writing the words that are bold on Worksheet B. Read the list together. Have them underline any parts of a word that are hard for them to remember when spelling the word. Allow time for students to practise learning the words, then they test each other in pairs.

### Activity 2 Variant graphemes for /igh/

Write the word *light* and ask students to identify the letters that make the sound /igh/. Assign each student a chapter of the book and have them identify and record words with the /igh/ sound. Make a class list of the words and have students categorise them according to the spelling of /igh/, e.g. *i\_e (online)*, *y (try)*, *i (kind)*, *ie (cries)*.

### Activity 3 Capitalisation for effect

Discuss the use of capitals for effect or emphasis in the word *HELLOOOO* in the text (page 17). Have students select four sentences from the book and write an appropriate word in each sentence in capitals, e.g. *What a HUGE mess!* (page 20) Read the sentence with and without the capitals to hear the different effect.

## Activity 4 Variant graphemes for /l/

Say the words *middle*, *paddle*, *animal*. What sound do students hear at the end of the words? Write the words. What letters make the sound /l/? Look for other words in the text with /l/ spelt as le or al (e.g. *trouble*, *people*, *available*, *dial*, *special*). Brainstorm other words with these spellings, e.g. *apple*, *petal*. List the words according to spelling and read them.

## Activity 5 Assonance

Use the phrase *playing games* (page 20) to model and explain assonance which is the use of the same vowel sound with different consonants or the same consonants with different vowels. Discuss examples in the rap, e.g. *a smile on my dial*, *flair to spare*. Students help to create phrases that have assonance. Have them record their own definition of assonance and add examples.

## Day 2: Before reading

- Involve students in orally summarising the story so far and checking their written predictions about the beginning of the story. Explain how using prior knowledge of a story helps us to make better predictions.
- Students change or add to their predictions about the middle of the story. They share their predictions with a partner, then the group.
- Review strategies for decoding unfamiliar words from Day 1.

## During reading

- Read the opening of Chapter 3, then have students take over reading independently in silence. Go around all or some of the students and ask them to read a few sentences. This is an opportunity to check their reading.
- Repeat the process for Chapter 4. Identify and sequence the events for each chapter.
- Identify unfamiliar words in each chapter and review the strategy for decoding them.

## After reading

- Students complete entries for Chapters 3 and 4 on Worksheet A and share their efforts.

## 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 *The Film Star Rap* with students. Volunteers read the rap independently.

## Activity 2 Perform the rap: body percussion

As you read the rap, encourage students to move their bodies and clap their hands or click their fingers in time. Pairs of students create a set of movements to perform as they read the rap.

## Activity 3 Identify rhyme

Students identify the rhyming words in each verse. Encourage them to identify differences in the way the rhyming words are spelt, e.g. *hair/everwhere*.

## Activity 4 Identify rhythm

Identify the way syllables work to establish the rhythm. Brainstorm other phrases that repeat the rhythm of the first verse. Read the verses with substitutions together.

## Activity 5 Identify repetition

Identify and read repetitive elements of each verse. Underline and read different elements of each verse. Have students create new verses using the same repetitive pattern. The whole class can perform students' verses.

## Day 3: Before reading

- Involve students in orally summarising the story so far and checking their written predictions about the middle of the story.
- Explain how using prior knowledge of a story helps us to make better predictions.
- Have students change or add to their predictions about the end of the story. They share their predictions with a partner, then the group.
- Ask students to explain how they decode unfamiliar words.

## During reading

- Read the opening of Chapter 5 to students, then students take over, choral reading it together. Identify and sequence the events for the chapter.
- Identify unfamiliar words in each chapter and involve students in decoding the words as a group.

## After reading

- Students complete their entries for Chapter 5 on Worksheet A. They share their efforts.

# Write an advertisement

## Goals

- To read and write an advertisement
- To identify and discuss the features of an advertisement

Ask students what they know about advertisements. Discuss responses. Discuss how advertisements persuade us to do things or buy things.

- Review *Be Extra-Special*. Ask: Would you like to try out for this film? Why? Why not?
- List some features of an advertisement. Some words or sentences are repeated. Some words are written in capital letters or bold for emphasis. Styles of speech such as alliteration are sometimes used. Some ads include free offers or prizes.
- Students identify the different sections in the advertisement and tell the purpose and features of them (questions, commands, exclamations).
- Students use Worksheet C to outline their conclusions.
- Tell students they will write an advertisement for a film. They write a short outline of the plot of their film. Guide them through the process and have them share their writing to get ideas from each other. Support students to complete the task.
- Discuss how advertisements are presented in newspapers and magazines. Identify the role of the text, including the title and the graphics.
- Compose a draft of an advertisement on the board or a large sheet of paper as students are writing. Demonstrate some steps for editing it to make it more persuasive.
- Students draft their own advertisement, remembering to use the features of questions, commands and repetitive sentences. Remind them about the power of persuasion and how we can persuade people to do things through advertising.
- Read the advertisement aloud with students, then ask: Does it sound persuasive? Does it make sense? Would it persuade you to see the film? What changes should we make? Model how to edit your advertisement to make it sound more persuasive.
- Have students apply the same editing process to edit their own drafts.
- Listen to students read their published advertisements noting the title, the tone of the writing, the use of persuasion, their ability to edit and proofread their writing and the way the text has been presented.
- Listen for important words and phrases from the list of features of a persuasive text as they are sharing.

# Lights, Camera, Action

## Worksheet A Identifying the sequence of events

Name: \_\_\_\_\_ Date: \_\_\_\_\_

List two events that happened in each chapter in the correct sequence.

Chapter	Event 1	Event 2
1		
2		
3		
4		
5		

# Lights, Camera, Action

## Worksheet B Developing fluency

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Shade a box every time you practise reading this text.

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## Change of Plan

The next day, **another** flyer appeared in the letterbox. It said that the place of the tryouts for the **film** had changed. They would now be held on The Donut at noon.

“I got that flyer, too,” Harry said when I showed him mine. “Funny place to hold the tryouts.”

“Do they know you can only get to The Donut by sea?” I said.

“They must know,” said Harry.

“Maybe the crew sent a scout out to The Donut. Maybe they’re going to use The Donut in the film!” I said.

I was so excited.

All of the Team Turbo members had the new flyer. We met up on the beach. It was a **calm** day with no surf. We wouldn’t need an **adult**. It was only a short **paddle** to The Donut. We got set to row across – all **except** Maddy.

“I can’t come,” Maddy said. “I can’t find my lifejacket.”

“This is a **huge chance** for all of us,” said Benjy.

Maddy looked a bit sad when we left her on the beach.

We set off in a line for The Donut. We were so excited to get there that we forgot the number one rule. “Always let an adult know when **you’re** going out on the water.” Just in case you fall in or something.

Still, Maddy knew where we were going, so we hoped it **would** be okay.

Remember to read with a loud, clear voice.

# Lights, Camera, Action

## Worksheet C Reading and writing an advertisement

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What is the purpose of the advertisement?

Find an example of a question.

Find an example of a command.

Find an exclamation.

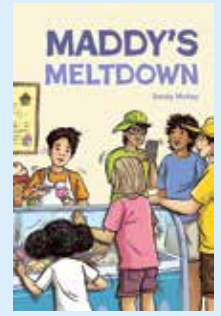
Who is the advertisement written for?

What information about the film could you add to the advertisement?



# 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

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

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

### Activity 1 Variant grapheme for /ow/

Write the word *meltdown* 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 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 3 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 4 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.
- 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.

# Maddy's Meltdown

## Worksheet A Making inferences

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

Chapter 1, page 9: Why did Maddy think, "Now I have the place to myself."?

Chapter 2, page 12: What was Maddy thinking when she said, "Heat isn't good for ice cream!"?

Chapter 3, page 20: What did Maddy mean when she said, "Mum said no free ice cream"?

Chapter 4, page 26: What was Stan thinking when he said, "You don't happen to have a little, do you?"?

Chapter 5, page 33: Why did everyone groan? What were they thinking?

Write your favourite message and draw a picture to go with it.

# Maddy's Meltdown

## 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.

# Mr Gruffy

Team Turbo heads to the beach so that Maddy can take fun photos for a competition. They find a sea lion and he isn't happy. He has a strip of plastic around his neck. The children get help for the sea lion and Maddy takes a different kind of photo.



## Reading Strategy

### Ask questions as you read

- What do I know about the characters?
- Why did the character say that?
- Why did the character do that?
- What does that tell me about the character?
- What will the character do?

### Comprehension focus

- Analysing characters

### Fluency focus

- Using intonation to convey author's message

### Genre focus

- Personal narrative (social post)

## Day 1: Before reading

- Introduce the book and allow students to make predictions about the content by looking at the title, cover illustration and blurb. Choral read it together. Engage them in sharing their knowledge and experience of photography and marine life.
- Review the term "main character". Allow time for students to scan the book, including the contents page, to see who they think the main character will be and to note features of the storyline.
- Students share their predictions with the group.
- Introduce the reading strategy by discussing the importance of asking questions about the characters before, during and after reading. Explain that we do this to aid prediction and comprehension.
- Write questions about the characters on chart paper and read them with students.
  - What do I know about the characters?
  - Why did the character say that?
  - Why did the character do that?
  - What does that tell me about the character?
  - What will the character do?
- Have students suggest further questions to add. Ask: What do you already know about Maddy's character? Have students record three facts on sticky notes, then share their opinions with a partner and the group. Identify common elements and differences of opinion.



## During reading

- Read the title for Chapter 1 and ask: What do you think this chapter will be about? Discuss responses.
- Discuss the importance of identifying who is telling a story (voice), then have students identify the narrator of *Mr Gruffy*.
- Jointly describe Maddy's attitude using new and interesting words, e.g. *enthusiastic*, *excited*.
- Read the chapter with students, then ask: Do you think Maddy will feel like this throughout the story? Why or why not?
- Discuss the way Maddy speaks and highlight features by rereading excerpts together, e.g. "It's going to be my best photo yet!" (page 8)
- Students scan the Chapter 2 heading and illustrations and predict how Maddy will feel about the competition now that Team Turbo is there too. Encourage them to justify their opinions.
- Read the opening of Chapter 2 then have students take over, choral reading it together. Model reading with expression a passage with dialogue, e.g. page 10. Students echo-read the passage. Students do the same with no model on page 14. Discuss the change in Maddy's attitude.
- Allow time for students to refer to their sticky-note facts about Maddy.

## After reading

- Read Worksheet A and model how students can use excerpts from the text to record information about Maddy in Chapters 1 and 2.

## Fluency focus

Read *Maddy Chan's Social Page* or *Mr Gruffy Rap* to students. Discuss how readers use their voice when reading to an audience. Have students read *Maddy Chan's Social Page*. They practise using intonation to convey the author's message.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- variant grapheme for /n/
- variant graphemes for /ee/
- prefixes un- and en-
- chunking words when writing

### Activity 1 Variant grapheme for /n/

Write the word *knot* on the board. Discuss the phoneme /n/ being represented by the variant grapheme kn. Find other words with /n/ spelt kn in the text, e.g. *knew*, *know*, *knelt*. Record and read the words. Students brainstorm other words with this spelling and add them to the list. Read the words.

## Activity 2 Variant graphemes for /ee/

Have pairs of students find words in the text with y at the end of a word making the /ee/ vowel sound, e.g. *Benjy, happy, emergency, Gruffy*. Discuss other variant graphemes for /ee/, e.g. ie (Evie), ea (sea), e (me), ey (money), e\_e (eve). List and read these together.

## Activity 3 Prefixes un- and en-

Write *untangled* on the board. Break the word into smaller parts, *un + tangled = untangled*. (page 27) Discuss what un- means and how it changes the meaning of *tangled*. Review the term prefix and brainstorm a list of words beginning with the prefix un-. Students copy the list. Write *entangled*. Identify the prefix en- and make a list of words beginning with en-. Discuss what en- means and how it changes the meaning of *tangled*. (page 27) Brainstorm, record and read together a list of words with the prefix en-.

## Activity 4 Chunking words when writing

Discuss the importance of applying a range of spelling strategies when writing:

automatically recall spellings of tricky words

split the word into syllables or chunks as we spell it

say the word slowly as we write so that all sounds in the word are represented by graphemes

Demonstrate how to split a word when writing, then conduct a guided dictation session where you and students chunk the words they need to write. Include words with a range of variant graphemes. Encourage students to think aloud as they write. Tell them to ask themselves questions such as, *Does that look right? Could I use different letters for that sound?* Read a sentence from the book for students to write. Then dictate the sentence and focus on using their phonics knowledge to work out syllables or chunks of the word. Students compare their written versions of the sentence.

## Day 2: Before reading

- Explain how asking questions about characters aids prediction and comprehension. Read the chart of questions together.
- Involve students in orally retelling the story so far through Maddy's eyes.
- Allow time for students to check the next two chapter headings, then record a prediction about Maddy on sticky notes.

## During reading

- Read the opening of Chapter 3, then have students take over reading independently in silence. Go around all or some of the students and ask them to read a few sentences. This is an opportunity to check their reading. Stop them at appropriate places to pose questions about the characters. Ask: What was Stace's joke? (page 18). Why did Maddy squeal? What did Harry mean when he joked about the sea monster on page 21?
- Repeat the process for Chapter 4 after orally predicting who will win the competition. Ask: Why did they name the sea lion Mr Gruffy? How did Maddy feel when she saw the plastic strip around the sea lion's neck?

## After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A and encourage students to find examples of their own and complete the Worksheet.

## 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 *Mr Gruffy Rap* with students. Volunteers read the rap independently.

### Activity 2 Perform the rap: body percussion

Encourage students to perform word or sound percussion in time with the rhythm of the rap. Pairs of students create a set of movements to perform as they read the rap.

### Activity 3 Identify rhyme

Students identify the rhyming words in each verse. Work together to write another version of the last verse using two other rhyming words. Students perform the new raps together.

### Activity 4 Make a readers' theatre script

Pairs of students decide which lines/words each one will read individually and which lines/words they will read together. They perform their rap for the class.

### Activity 5 Create a new rap

Students work together to write a new rap about another sea creature using the same rhyming pattern and rhythm.

## Day 3: Before reading

- Review the reading strategy by inviting students to recall questions they can ask themselves about characters before, during and after reading.
- Involve students in summarising what they know about Maddy in this story after allowing time for them to refer to their sticky-note predictions about her and the information on Worksheet A.
- Discuss how knowing and analysing characters aids prediction and comprehension.

## During reading

- Read the opening of Chapter 5 then have students take over, choral reading it together. Model reading with expression a passage with dialogue, e.g. page 28. Students echo-read the passage. Students do the same with no model on page 29.
- Discuss Benjy's response when he heard what Mark said. Ask: Why did Stace say "That is awful"? What was Maddy's idea? Why were the words "Mr Gruffy will be an internet star!" so important?
- Encourage diversity of opinion and allow time for students to voice their ideas and opinions and demonstrate respect for differing views.

## After reading

- Discuss expectations for Chapter 5 on Worksheet A. Have students complete the task.

## Analyse a personal narrative

### Goals

- To read and understand a visual social post
- To compose and display a social post

Images are used to encourage us to do things, to buy things or to be alerted to things. They can attract comments, questions, or tell facts about time and place, for example. The words used to describe what the image is showing are often meant to make us feel something.

- Ask students what they know about social posts. Discuss responses. Use their prior knowledge by discussing posts that are familiar to them.
- Students look at *Maddy Chan's Social Page*. Introduce the term *sea awareness* and demonstrate how it is the basis for Maddy's narrative. Talk about the power of persuasion and how we can persuade people to feel something through images.
- Have students work in pairs to design a social post. One student sources the image and writes a short paragraph explaining why the image is being posted. The other student can write comments from different followers. They can use Worksheet B to compose the post.
- The students type the text, edit and proofread the text, change some of the words to make the post more persuasive and print out the post.
- Guide students through the process and ask them to share so they can get new ideas from classmates.

# Mr Gruffy

## Worksheet A Analysing characters

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Add a few words about what Maddy says and does in each chapter.

### Chapter 1 Competition Time

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### Chapter 2 The Donut

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### Chapter 3 A Surprise in the Sand

---

---

### Chapter 4 Mr Gruffy

---

---

### Chapter 5 The Plastic Problem

---

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

Describe what you want to show and why.

Insert the image here.

Comment on the post.

Response 1

Response 2

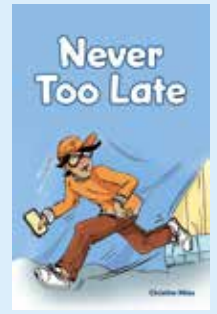
Response 3

Response 4

Response 5

# Never Too Late

Harry is always late and that makes Maddy cross. He is late to meet Team Turbo at the swimming hole. He turns up late at the Carnival, too. But when he is late to meet Team Turbo at the Scare Train, he has a good excuse and a cool surprise.



## Reading strategy

### Using prior knowledge to make predictions about and connections with the text

- What will happen next?
- Has this ever happened to me?
- What do I know about this situation?
- What similar texts have I read/viewed?

## Comprehension focus

- Identifying the sequence of events

## Fluency focus

- Varying the pace of reading in response to a range of punctuation marks

## Genre focus

- Persuasive text (poster)

## Day 1: Before reading

- Introduce *Never Too Late*. Make predictions about the content. Record predictions on a chart headed “Never Too Late Predictions” and discuss how the title, cover illustration and blurb help readers to make predictions about a text.
- Introduce the reading strategy by discussing the way we think about a text by making predictions about and connections with the content.
- Have students make connections with the book by sharing their experiences of being late and identify other books they have read about being late or going to carnivals.
- Explain that making connections with a text helps readers to have a better understanding of what they read.
- Introduce the questions that readers ask themselves:
  - What will happen next?
  - Has this ever happened to me?
  - What do I know about this situation?
  - What similar texts have I read/viewed?

## During reading

- Read the Chapter 1 heading and ask students to make predictions on sticky notes about what the content of the chapter will be.
- Read the opening of Chapter 1, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension.
- Allow students to discuss their predictions.

- Have students discuss any connections they might have with the text, e.g. being late for school.
- Help them identify the main events in the chapter. Talk about the sequence of events.
- Repeat this process with Chapter 2.

## After reading

- Model how to use Worksheet A to record one event that happened in each chapter. Allow students time to complete Worksheet A for Chapters 1 and 2 independently.
- Allow time for students to share and compare Worksheet A.

## Fluency focus

Read *Carnival Poster* or *The Hurry Harry Rap* with students. Discuss how to use your voice when reading to an audience. Have students read *The Hurry Harry Rap*. They practise varying the pace of reading in response to the punctuation marks.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- using a dictionary
- learning to spell unfamiliar words
- making plurals
- variant graphemes for /igh/
- variant graphemes for /air/

### Activity 1 Using a dictionary

Review the features and format of a dictionary. Have students use a dictionary to identify the features as you discuss them. Conduct a guided experience that has students finding specific words, e.g. *vanish*, *exaggerate*, *evidence*, *carnival*. Model how the base word *thief* can be used to find associated words such as *thieves* (also *crime/criminal*).

### Activity 2 Learning to spell unfamiliar words

Involve students in writing out the bold words on Worksheet B. If a word is unfamiliar, split it into chunks to decode using their phonics knowledge. Read the list together. Have students underline any parts of a word that are hard for them to remember when spelling the word. They can use Worksheet B to practise fluency.

### Activity 3 Making plurals

Define the meaning of the terms *singular* and *plural*. Identify and list examples of plurals in the text. Identify any words on the list that are verbs ending in “s” rather than plurals. Remove them from the list. Read the plurals together, then make the singular form of each word by crossing off the “s”. Write the words *match*, *fox*, *bush* and *princess* and ask students to spell the plural forms of these words. Write them out and discuss the “es” pattern that has



been used to make them plural. Brainstorm other words that end with “sh”, “ch”, “ss”, or “x”. Make a rule about adding “s” or “es” to make plurals. Look at the words *thief* and *myself*. What are their plurals? (*thieves, ourselves*) Make a rule for words ending in f, e.g. *leaf*.

#### Activity 4 Variant graphemes for /igh/

Work with the group to find words with the /igh/ sound in the text, e.g. *I, smile, inside, might, time, my, wi-fi, ride*. List the words and read them together. Have individuals find words that have the same spelling of the /igh/ sound, e.g. *smile, inside* (i\_e). Sort the words according to their spelling. Then use dictionaries to add more words to each list; include the spellings: i, i\_e, y, igh.

#### Activity 5 Variant graphemes for /air/

Review a range of words with the /air/ sound spelt in different ways, e.g. *scare, there*. Display and underline the grapheme-phoneme correspondences *are* and *ere* for /air/. Brainstorm more words with variant graphemes for /air/ to read and spell, including the grapheme *ear*, e.g. *where, pear, bear*.

### Day 2: Before reading

- Review the strategies introduced during Day 1 and discuss how the questions help the reader.
- Recall the main events for Chapters 1 and 2 and their sequence.
- Discuss the importance of identifying who is telling a story (voice) and have students identify the narrator for *Never Too Late*.

### During reading

- Read Chapter 3 with students. Stop at appropriate places and ask students to predict what will happen next, e.g. after reading “As I waited to connect to the chess website, I realised that there were two people whispering in the tent.”
- Discuss the main events of Chapter 3.
- Sequence the events for Chapter 3.
- Repeat the process for Chapter 4.

### After reading

- Review and model how to identify and sequence the main events for Chapter 1.
- Allow students to complete and share their “main event” statements for Chapters 3 and 4 on Worksheet A.

# 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 keywords automatically

## Activity 1 Introduce the rap

Read *The Hurry Harry 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

Identify the rhyming words in each verse. Encourage them to identify differences in the way the rhyming words are spelt, e.g. *around/clown*.

## Activity 4 Identify rhythm

Identify the way that syllables work to establish a rhythm, e.g. *hur-ry/Ha-rry*. Students brainstorm a list of other words with the same number of syllables. They read the verses with the substitutions.

## Activity 5 Identifying repetition

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

## Activity 6 Publish a rap

Have each student produce their own rap about one aspect of carnivals or being late. They use a device and add graphics to their rap. Have students jointly publish their raps as one book along with other details about carnivals or being late. Identify the cover features of books that are made up of collections, e.g. a poetry book. Students include all of these features in their publication of raps.

## Day 3: Before reading

- Review the strategies introduced on Day 1, reminding students of the reasons for rereading.
- Ask students to jointly recall the main ideas for Chapters 1–4 using the work they have completed on Worksheet A.

## During reading

- Read the opening of Chapter 5, then have students take over, choral reading it together. Model reading with expression a passage with dialogue, e.g. page 29. Students echo-read the passage. Students do the same with no model on page 30.
- Ask students to note challenging words and where to reread from.

## After reading

- Allow students to complete and share their main events for Chapter 5 on Worksheet A. Work with students to orally identify the main event in the whole text.
- Record suggestions and read them together.

## Design, write and perform an advertisement

### Goals

- To read and understand an advertisement
- To identify and talk about the features of an advertisement
- To compose and record an advertisement

Posters are advertisements written to persuade us to do things or buy things. They can have questions, commands or tell facts about time and place, for example. Some words or sentences are used over and over. Some words are often meant to make you feel something. These are “emotional” words.

- Ask students what they know about advertisements. Discuss responses. Use their prior knowledge by discussing ads that are familiar to them. Include television, radio, newspapers, magazines and online ads.
- Students look at the *Carnival Poster* on pages 36–37. Introduce the term “alliteration” and demonstrate how it is used to brand products.
- Students read the questions on Worksheet C. Model how to find answers in the advertisement text. Talk about the power of persuasion and how we can persuade people to buy things through advertising.
- Have students design an advertisement to sell a computer. They include an opening statement; a factual description; a sentence with an exclamation mark; a promise; a free offer. They can repeat a word or phrase more than once and should write at least one word in capital letters.
- They publish the advertisement using a device. They type the text; edit and proofread the text; change some of the words to make the advertisement more persuasive; vary the fonts and sizes of the text letters and numbers; make important words bold or a different colour; add some graphics; print the advertisement.
- Guide students through the process and ask them to share so they can get new ideas.

# Never Too Late

## Worksheet A Identifying the sequence of events

Name: \_\_\_\_\_ Date: \_\_\_\_\_

List one event that happened in each chapter.

Chapter	Event
1	
2	
3	
4	
5	

Draw your favourite event in the story and add a caption.

# Never Too Late

## Worksheet B Developing fluency

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Shade a box every time you practise reading this text. (pages 9–13)

--	--	--	--	--	--	--	--	--	--

There was a long line of **people** waiting to enter the Carnival when I met up with Team Turbo. I was late.

“Sorry I’m late,” I said. “I was looking up the Carnival on the web and I **found** this online deal.”

I passed around three slips of paper. “Pay for **one** ticket, get another person in free.”

“Cool!” Stace said.

“I can get a hotdog,” Evie said.

“I’ll have the **money** for an extra ride,” said Carlo.

“Oh, good,” Benjy said. “I’ll be **able** to get an enormous ice cream.”

“Sometimes being late is good,” I said.

Maddy didn’t smile. “Being late is never good,” she said. “Never!”

## 2 In the Line

“Oh no! Here comes **trouble**,” Carlo said. “Hey, look! There’s something wrong with Curly’s leg.”

Pumpkin was pushing Curly in a wheelchair. They went to the very front of the line and showed a card. The ticket seller waved them **through** before everyone else.

“They went in **before** us and for free!” said Carlo.

Stace was puzzled. “Must be **because** of Curly’s leg,” she said.

“I wish I had a broken leg. Then I could get in free, too,” said Evie.

“Don’t be silly,” said Carlo. “You **wouldn’t** be able to go on half the rides if you did!”

Remember to vary the pace of your reading in response to the punctuation marks.

# Never Too Late

## Worksheet C Reading and writing an advertisement

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Analyse the advertisement. What is the purpose of the advertisement?

Find an example of a factual statement.

Find an example of words written in a different way for emphasis.

Find an exclamation.

Find an example of alliteration.

Who do you think the advertisement is written for?

Find an example of a homophone used to make you feel excited or scared.

# Pumpkin's Brand New Jeans

Pumpkin can't find his brand new jeans anywhere. Then he spots them for sale at the Saltspray Market Day. His mother has given them to Team Turbo's recycled clothing stall because they have rips all over the knees. Poor Pumpkin has lost his coolest jeans!



## Reading strategy

### Rereading

- Prompt to reread if the text sounds wrong
- Think about the meaning of the whole sentence
- Come back to the challenging part and work it out by using decoding knowledge
- Ensure text now makes sense and sounds right

### Comprehension focus

- Interpreting figurative language

### Fluency focus

- Using intonation to convey author's message

### Genre focus

- Persuasive poster (advertisement)

## Day 1: Before reading

- Introduce the story by looking at the title, cover illustration and blurb.
- 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 well-known stories 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 strategy of rereading to:
  - Think about the meaning of the whole sentence
  - Come back to the challenging part and work it out by using decoding knowledge
  - Ensure text now makes sense and sounds right
- List the reasons for rereading. Explain that rereading is a strategy students could use when they are finding it challenging to read a text.
- Review the term *figurative language* and discuss examples from the text, e.g. *green thumb* (page 8). What is the message implied here?
- Read the opening of Chapter 1, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension.
- Allow time for students to practise the rereading strategy.

- Encourage students to make inferences. Discuss who is narrating the story. Ask: Why did Dad warn Pumpkin to check the boxes? (page 10) What message do you think is 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 Chapter 2 together using a “read, stop, think, discuss” approach. It’s helpful to demonstrate how to create a mental model of the text as students read, by explaining what you think at a given point, and flagging when a new piece of information comes up that changes what you think.
- Reread page 13. What does *Are you sure?* mean? Why did Pumpkin say those words? Reread page 14. Stop after reading *Really old*. Ask: What does Mum mean by this?
- Read on to page 15, *Rips are in!* Ask: What does Pumpkin mean when he says this?
- Read the opening of Chapter 2, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!).

## After reading

- Distribute Worksheet A and discuss expectations. Emphasise that when we read figurative language, we need to read between the lines rather than take the language literally.
- 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 write their hidden messages for Chapters 1–2.

## Fluency focus

Read *Saltspray Market Day Poster* or *Pumpkin’s Jeans Rap* to students. Discuss how readers use their voices when reading to an audience. Have students practise using intonation to convey the author’s message.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- use of punctuation for emphasis
- schwa sound
- variant graphemes for /sh/
- variant graphemes for /u/

### Activity 1 Use of punctuation for emphasis

Reread the text on page 15 and ask, Why is there an ellipsis after *Oh no... ?* and an exclamation mark after *You didn’t!* Discuss responses and explain that they are written in this way to give the reader clues about emphasising the words (exclamation mark) or showing a pause for suspense or when the speaker hesitates (ellipses). Explain that this strategy is used sparingly in text. Have individuals read the text on the page aloud, using emphasis when they come to exclamation marks or pausing before the ellipsis. Allow students to find a sentence



in the text that they think could have had an exclamation mark or an ellipsis after it, e.g. *It's started already...* (page 7) or *I should have listened to Dad!* (page 10).

## Activity 2 Schwa sound

Display the words *poster*, *never*, *clever*. Say the words together. Notice that the *er* on the end sounds like a shortened version of /u/. This is the schwa sound. Display the words *market*, *ticket*. Notice that the final vowel sound also makes the schwa sound. Brainstorm other words to list and read with the schwa sound, e.g. *teacher*, *farmer*, *higher*, *button*, *carrot*.

## Activity 3 Variant graphemes for /sh/

Display the words *suspicious*, *precautions*. Work with students to break the words into syllables, blending the sounds in each, then reading the words together. Listen for the /sh/ sound in each. Discuss the variant graphemes.

## Activity 4 Variant graphemes for /u/

On the board record words from the text with the /u/ sound, e.g. *Sunday*, *Pumpkin*, *money*, *under*, *nothing*, *thumb*, *up*, *Mum*, *but*, *mother*, *another*, *brothers*, *front*. Read the list together. Ask: What do you notice about the /u/ sound in the words? Involve students in classifying the words into groups according to how /u/ is spelt, e.g. *u*, *o*, *o\_e*, *ou*. Students create a chart and add the spellings as headings.

## Day 2: Before reading

- Review the strategy of rereading and discuss the importance of and reasons for rereading words, phrases, sentences and paragraphs.
- Reread the list of predicted messages recorded on Day 1, then have students summarise the story so far.
- Provide positive feedback to those who notice figurative language and mention some of the inferred messages as well as the literal meanings.

## During reading

- Repeat the "read, stop, think, discuss" approach and work through Chapter 3.
- On page 18, read the words, *Whaddaya reckon?* Ask: How was Pumpkin feeling at that moment?
- Continue to read, stopping where appropriate to prompt students to discuss the implied meaning.
- Read the opening of Chapter 4, then have students take over reading independently in silence. Go around all or some of the students and ask them to read a few sentences. This is an opportunity to check their reading.
- Ask: What is implied on page 20 by, "*Fat chance,*" *I mutter?*

## After reading

- Have students complete the messages for Chapters 3 and 4 on Worksheet A and share their efforts.
- 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 the 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 the rap to identify the pattern that has been used. Identify the words that rhyme and the words that don't. Brainstorm other sets of rhyming words, e.g. *greens/jeans; rips/pips*. Have students choose a set of rhymes and write a verse using the same pattern as the original. Have students perform their verse as part of a group performance.

### Activity 4 Identify rhythm

Identify the way that syllables work to establish a rhythm. Identify the rhythm that is established when the three last lines are read as one in the first verse. Brainstorm other phrases with a similar rhythm that could be introduced. Have students practise varying the volume of their voices to add another dimension to the sound pattern.

## Day 3: Before reading

- Have students talk about what figurative language and reading between the lines means – getting to the less obvious meanings, interpreting the text and understanding the text at a new level.
- Read the list of predicted messages 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

- Repeat the “read, stop, think, discuss” approach and work your way through Chapter 5.
- On page 32 ask: What does Mum mean when she says, “*They cost me a fortune.*”?
- Continue to read, stopping where appropriate to prompt students to infer meaning.
- Read the opening of Chapter 5, then have students take over, choral reading it together. Model reading with expression a passage with dialogue, e.g. page 28. Students echo-read the passage. Students do the same with no model on page 30.

## After reading

- Discuss expectations for Chapter 5 on Worksheet A. Have students complete the task.

## Design, write an advertisement

### Goals

- To read and understand an advertisement
- To identify and talk about the features of an advertisement
- To compose an advertisement

Posters are advertisements written to persuade us to do things or buy things. They can have questions, commands or tell facts about time and place, for example. Some words or sentences are used over and over. Some words are often meant to make you feel something. These are “emotional” words.

- Ask students what they know about advertisements. Discuss responses. Use their prior knowledge by discussing ads that are familiar to them – include television, radio, newspapers, magazines and online ads. Students look at the *Saltspray Market Day* poster on pages 36–37.
- Students read the questions on Worksheet B. Model how to find answers in the poster. Talk about the power of persuasion and how to persuade people to do things through advertising.
- Have students design an advertisement for a school fete. They include an opening statement; a factual description; a sentence with an exclamation mark; a promise; a free offer. They can repeat a word or phrase more than once and should write at least one word in capital letters.
- They publish the advertisement. They type the text; edit and proofread the text; change some of the words to make the advertisement more persuasive; vary the fonts and sizes of the text letters and numbers; make important words bold or a different colour; add some graphics; print the advertisement.
- Guide students through the process and ask them to share so they can get new ideas.

# Pumpkin's Brand New Jeans

## Worksheet A Interpreting figurative language

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What do you think these sentences mean? Read between the lines for the hidden message.

**Chapter 1, page 8:** What did Pumpkin mean when he said, "My dad has a green thumb."

**Chapter 2, page 15:** What did Pumpkin mean when he said, "Rips are in"?

**Chapter 3, page 18:** Why did Stace call out to Pumpkin? "Whaddaya reckon?"

**Chapter 4, page 20:** What does, Pumpkin mean when he mutters "Fat chance"?

**Chapter 5, page 32:** What did Mum mean when she said, "They cost me a fortune"?

Write your favourite sentence and draw a picture to go with it on a piece of paper.

# Pumpkin's Brand New Jeans

## Worksheet B Reading and writing an advertisement

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Analyse the advertisement. What is the purpose of the advertisement?

Find an example of a factual statement.

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Find an example of words written in a different way for emphasis.

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Find an example of an imperative sentence or command.

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Who do you think the advertisement is written for?

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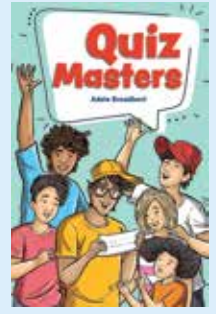
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# Quiz Masters

Harry isn't very popular today. Team Turbo has missed out on free tickets to the bungy bouncers because he was on his phone. But at the school quiz, there is a tie for first place and Harry's phone use finally pays off.



## Reading strategy

### Decoding unfamiliar words

- Splitting the word into syllables or chunks and using phonics knowledge to try working out each part
- Thinking about the meaning of the whole sentence
- Asking, Does that sound right? Does that make sense?
- Coming back to the unfamiliar word and trying to read it again

### Comprehension focus

- Predicting and interpreting the text

### Fluency focus

- Using expression and character voices when reading dialogue

### Genre focus

- Instructions (rules)

## Day 1: Before reading

- Talk about and identify the text features – title, blurb, contents page, chapter titles, lead sentences, significant phrases and single words.
- Discuss how each feature assists the reader to predict, interpret and gain understanding.

## During reading

- Read the title of the book. Say: Use the important words in the title to help you make a prediction of what the story will be about.
- Have students record their prediction in box 1 on Worksheet A. They share their predictions. Give them the opportunity to rewrite their predictions after they have listened to the opinions of other students.
- Read the opening of Chapter 1, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension. Say: If you want to, you can add to or change your prediction.
- Read the title for Chapter 2 and the text on page 12. Ask: What do you think will happen next? Ask: What words might be included in the text?
- Have students use box 2 on Worksheet A to write their predictions.
- Repeat the process above for Chapter 2.

- Talk about the importance of reading and understanding all the words in a text. Ask: What do you do when you come to a word you don't know? Introduce the reading strategies for decoding unfamiliar words.
  - Splitting the word into syllables or chunks and using phonics knowledge to try working out each part
  - Thinking about the meaning of the whole sentence
  - Asking, Does that sound right? Does that make sense?
  - Coming back to the unfamiliar word and trying to read it again
- Students read Chapter 1 independently and practise the decoding strategies.

## After reading

- Allow students to quietly read Chapters 1 and 2, noticing where they use expression and character voices when reading the dialogue.
- Students use their notes on Worksheet A to discuss the story so far. Encourage them to read their predictions and talk about why they made changes.

## Fluency focus

Read *Rules for the Quiz* or *Appy Rap* to students. Remember to use expression and character voices. Use a happy voice for the rap. Have students read along with *Rules for the Quiz*. They practise changing expression and the tone of their reading to suit the features of the text.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- adding -ed to verbs
- apostrophe for possession
- replacement verbs for *said*
- hyphenated words
- similes

### Activity 1 Adding -ed to verbs

Assign one chapter to each student and ask them to find and record all verbs containing -ed in the story, e.g. *entered, excited, lived, stopped, cried, sped*. Make a class list. Work together to identify the base word and model how -ed is added to create the past tense. Involve students in classifying the words into groups according to what happens to the base word when the past tense is created, e.g. double last letter and add ed, just add d, or just add ed. Write these on a chart. Together construct rules for creating the past tense with -ed, e.g. if a base word ends in -le, just add d.

### Activity 2 Apostrophe for possession

Record the following sentence: *Evie's eyes filled with tears of disappointment.* (page 15) Ask: Why is there an apostrophe before the s in the word *Evie's*? Discuss the concept of possession

and how we show it. Model this with examples, e.g. *in two weeks' time, Harry's new phone*. Involve students in the use of an apostrophe to demonstrate possession by getting them to change statements, e.g. *the new phone of Harry* to *Harry's new phone*. *The time of two weeks* to *two weeks' time*. Have students write possessive statements using their own names.

### Activity 3 Replacement verbs for *said*

Review the meaning of *said* as the past tense of *say*. Discuss the purpose of using alternative words to *said* in a text. Invite students to recall examples of *said* words in the text, using the lists of -ed words worked on earlier, e.g. *called, yelled, asked, announced*. Discuss how these words improve the story for the reader. They make the story more interesting. Compile a class list of alternative words for *said*, including words recalled from past reading.

### Activity 4 Hyphenated words

Record the word *half-time* on the board. Find the word on page 26 and reread it together in context. Discuss the common elements, then introduce or review the term *hyphenated words*. Model how two words have been joined with a hyphen to make one. Brainstorm a list of other hyphenated words, e.g. *check-in, check-out, full-time, part-time, up-to-date*. Students record the list.

### Activity 5 Similes

Record the following from the text (page 38), *he's as happy as a dog with a bone*. Reread it together in context. Discuss the purpose of the clause in the text. Introduce the term "simile" and its definition. Explain that a simile usually begins with *like* or *as*. Discuss how it helps the reader to get a clearer picture of what is happening. Students brainstorm a list of known similes, e.g. *as pretty as a picture, her eyes shone like diamonds*, and add them to the list, e.g. *as quiet as a....; as big as a....*. Students compose a list of five similes.

## Day 2: Before reading

- Review the points made about predicting and interpreting text and decoding unfamiliar words.
- Have students use Worksheet A to review what they predicted so far and whether they still agree with their predictions.

## During reading

- Have students read Chapter 3 title, then predict what will happen in Chapter 3 and record it in box 3 on Worksheet A.
- Read the opening of Chapter 3, then have students take over reading independently in silence. Go around all or some of the students and ask them to read a few sentences. This is an opportunity to check their reading. Share examples of decoding unfamiliar words.
- Remind students to listen to the way dialogue is read. They use text features to help predict and interpret.
- Repeat the process for Chapter 4.
- Students reread pages 24–26 of Chapter 4 and write their prediction on Worksheet A.



## After reading

- Have students share their entries in boxes 3 and 4 on Worksheet A and confirm or negate them.
- Help students make connections with the text by asking: Have you ever entered a quiz? Have you ever had to learn about things in your area? What did you do? Did anyone else help you? Do you know any other stories about winning prizes?

## 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 the *Appy 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. Note any deviations and discuss. Identify the words at the end of the lines of each verse. Identify the words that rhyme (those at the ends of the second and fourth lines) and the words that don't (first and third lines). Brainstorm other sets of rhyming words that could be used. Have students choose a set of rhymes and write a verse using the same pattern as the original. Have students perform their verse as part of a group performance.

### Activity 4 Make a readers' theatre script

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

## Day 3: Before reading

- Review the text features that students used to predict features of the text: title, chapter headings, sentences and important words.
- Encourage students to recall the problem of the story. (Harry's phone use, missing out on the bungy bouncers)

## During reading

- Ask: What do we know about story endings? Have students use this knowledge to predict an ending and record it in box 5 on Worksheet A, e.g. by the end of the story the problem will have been resolved.
- Read the opening of Chapter 5, then have students take over, choral reading it together. Model reading with expression a passage with dialogue, e.g. page 28. Students echo-read the passage. Students do the same with no model on page 29.

## After reading

- Students review the problem and resolution of the story and share what they wrote in box 5 on Worksheet A.

## Write rules for a game

### Goals

- To read, understand and write a set of rules
- To identify and discuss the features of an instructional text and introduce related terminology
- To rewrite an instructional text

All games have rules to tell you how to play. They are an instructional text, written in sections and agreed upon by the people who play the game. The sections can be numbered or lettered. By following agreed rules, everyone is playing the same game. Sometimes diagrams and labels are used to help the player follow the rules.

- Ask students what they know about instructional texts. Discuss responses.
- Allow time for students to read *Rules for the Quiz*. Talk to students about how rules are written. Model how to begin writing rules using Worksheet B.
- Students choose a game. It can be a game using cards, or a word game, or a ball game. They brainstorm a list of alternative headings for the rules of a game. Listen for important words and phrases when they share their ideas.
- Have students write and share their headings.
- They list the equipment needed to play the game. Then write the rules.
- Brainstorm possible diagrams with labels to make the instructions clearer.
- Have students complete the task by editing their instructions.
- Listen to students read their rules, noting how they vary the pace of reading to suit the content.

# Quiz Masters

## Worksheet A Predicting and interpreting a text

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Make predictions about the story.

Box 1: What will the story be about?

Box 2: What will happen next?

Add to or change your prediction.

Box 3: What will happen in Chapter 3?

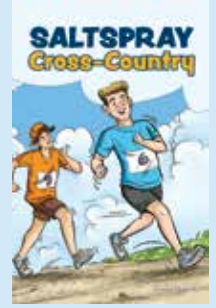
Box 4: Which team will win the quiz?

Box 5: How will the story end?



# Saltspray Cross-Country

Pumpkin wants to beat Carlo in the Saltspray Cross-Country race. So he trains hard using positive thinking as his inspiration. But during the race, there is a medical incident. Will Pumpkin keep running or will he stop to help?



## Reading strategy

### Decoding challenging words

- Splitting the word into syllables or chunks and using phonics knowledge to try working out each part
- Thinking about the meaning of the whole sentence
- Asking, Does that sound right? Does that make sense?
- Coming back to the word and trying to read it again

### Comprehension focus

- Identifying the sequence of events

### Fluency focus

- Varying the pace of reading to create suspense

### Genre focus

- Report

## Day 1: Before reading

- Introduce *Saltspray Cross-Country* as a story with suspense and discuss how this makes us want to finish the story.
- Read the title together. Read the blurb to them, then choral read it together.
- Involve students in making predictions about what will happen in the beginning, middle and end of the story. Ask them to record their predictions on sticky notes.
- Have students share their predictions with a partner, then the group. Ask: What makes you think that? Encourage students to justify their ideas.
- Discuss how Worksheet A will be used to record information about what happens in the story.
- Introduce the reading strategy by talking about how to decode challenging words by:
  - Splitting the word into syllables or chunks and using phonics knowledge to try working out each part
  - Thinking about the meaning of the whole sentence
  - Asking, Does that sound right? Does that make sense?
  - Coming back to the word and trying to read it again
- Involve students in practising the strategy by chunking the words into syllables then using their phonics knowledge to decode them.

## During reading

- Read the opening of Chapter 1, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with

decoding, fluency and/or comprehension. Help them to identify two events in each chapter and discuss the sequence.

- Identify challenging words in each chapter (if any) and involve students in decoding them.
- Discuss the importance of identifying who is telling a story (voice) and have students identify the narrator for *Saltspray Cross-Country*. Confirm on page 4.
- Repeat process for Chapter 2.

## After reading

- Model how to use Worksheet A to record two events that happened in sequence in each chapter.
- Allow students to complete Worksheet A for Chapters 1 and 2 independently.

## Fluency focus

Have students read along with Chapters 1 and 2. They read Chapter 1 as if they were a radio commentator. They practise varying the pace of reading to build suspense.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- contractions
- variant graphemes for /y-oo/
- comparatives and superlatives
- syllables

### Activity 1 Contractions

Introduce and define the term *contraction*. Model how two words can be joined together to make one shorter word. Model the use of an apostrophe in contractions. Have pairs of students find contractions in the text. They record their examples and then record each one as two words, e.g. *there's* = *there + is* (page 13). Involve students in making rules about contractions, the use of an apostrophe and how contractions are formed. Display the list of contractions in a visible space and add to it as new examples are found.

### Activity 2 Variant graphemes for /y-oo/

Have students work with a partner to find and record words with the /y-oo/ sound in the text (*use, used, reputation*). Construct a group list by having pairs of students add their words to a list on the board. They think of more words with the /y-oo/ sound to add to the list. Read the list of words together and underline the variant graphemes that represent the /y-oo/ sound in each word. Group the words according to the spelling of /y-oo/ and add other examples. Have students record the groups of words, then choral read them.

### Activity 3 Comparatives and superlatives

Draw three cars. Say: This one is fast. This one is faster (comparative), but this one is the fastest (superlative). Tell students that comparatives compare two things and superlatives compare more than two things. Model the process of forming comparatives and superlatives for other words that have *er* and *est* added, e.g. *big*, *deep*, *high*, *cool*, *low*. Tell students that if a base word ends in *y*, to make a comparative, change the *y* to *i* before adding *er* or *est*. When a base word ends in *e*, to make a comparative just add *r* (*closer*) or, for a superlative, just add *st* (*closest*). Have students write comparatives and superlatives for *pretty* and *large*.

### Activity 4 Syllables

Record these words from the text: *walk*, *positively*, *decision*, *cross-country*, *reaction*, *announces*, *Lightning*. Read the list and review what a syllable is. Model how to break the listed words into syllables. Have students suggest why breaking words into syllables can help when learning how to spell and pronounce words. Have students find ten other words from the text and break them into syllables.

## Day 2: Before reading

- Involve students in orally summarising the story so far and checking their written predictions about the beginning of the story.
- Explain how using prior knowledge of a story helps us to make better predictions.
- Ask students to change or add to their predictions about the middle of the story. They share their predictions with a partner, then the group.
- Review strategies for decoding challenging words from Day 1.

## During reading

- Students read Chapters 3 and 4 silently. Listen to individuals read a passage to check on their fluency and comprehension.
- Identify and sequence the events for each chapter.
- Identify challenging words in each chapter and review strategies for decoding them.

## After reading

- Have students complete their entries for Chapters 3 and 4 on Worksheet A.

## 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 *Cross-Country 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 end of the lines of each verse. Identify the words that rhyme and the words that don't. Brainstorm other sets of rhyming words that could be used. Have students choose a set of rhymes and write a verse using the same pattern as the original. They perform their verse as part of a group performance.

## Activity 4 Identify rhythm

Identify the way syllables work to establish a rhythm. Have students break up the words in the last verse of the rap by underlining all the syllables. They identify the rhythm that is established when the last two lines are read as one. Students brainstorm other phrases with a similar rhythm that could be introduced. They practise varying the volume of their voices to add another dimension to the sound pattern.

## Activity 5 Publish a rap

Have each student produce their own rap about a cross-country or other race. They use a device and add graphics to their rap and jointly publish their raps as one book along with other details about cross-country racing.

## Day 3: Before reading

- Involve students in orally summarising the story so far and checking their written predictions.
- Explain how using prior knowledge of a story helps us to make better predictions.
- Students change or add to their predictions about the end of the story. They share their predictions with a partner, then the group.
- Have students explain how they decode challenging words.

## During reading

- Read the opening of Chapter 5, then have students take over, choral reading it together. Model reading with expression a passage with dialogue, e.g. page 29. Students echo-read the passage. Students do the same with no model on page 31.
- Ask: What did you think about Pumpkin's reaction to the cross-country? Who did you think would win the race? Was the ending what you expected?

## After reading

Allow students to complete their entry for Chapter 5 on Worksheet A. They return to the group to discuss the events they sequenced.



# Publish a report

## Goals

- To read and write a report
- To identify and discuss the features of a report

Reports tell us all about a topic. The heading tells what the report will be about. Reports include “who, what, where, when, how, why” information. The information can be presented in a graphic form. They begin with an interesting opening sentence and they often end with a closing statement. Sometimes reports have subheadings to break up the text.

- Ask: What do you know about reports? Discuss responses.
- Students read *Reaction to Bee Stings*. Ask: What did you already know about bee stings? What did you learn? What words in the report tell you who? (*people*) What words tell you what? (*anaphylactic shock*) and so on for all the question words. Record these on the board under the 6 Q words.
- Discuss the need to sequence paragraphs of a report in a logical manner. Count the paragraphs and discuss the purpose of the introduction.
- Allow time for students to reread the report, cut Worksheet B into meaningful sections, sequence the sections and then paste them on paper.
- Discuss the purpose and features of headings and subheadings, including the use of capital letters. Brainstorm headings and possible subheadings for each section of *Reaction to Bee Stings*. Read the list together.
- Allow time for students to add their heading and subheadings to their report.
- Remind them to include acknowledgments by adding Pumpkin’s name as the author of the report and their name as the designer and publisher.
- Students can add a graphic element. Model how to compose and add a caption to a graphic.
- Allow time for students to complete the task and then listen to them read their reports, noting how they vary the pace to build suspense.

# Saltspray Cross-Country

## Worksheet A Identifying the sequence of events

Name: \_\_\_\_\_ Date: \_\_\_\_\_

List two events that happened in each chapter. Make sure they are in sequence.

<p>Chapter 1: Event 1:</p>          <p>Event 2:</p>	<p>Chapter 2: Event 1:</p>          <p>Event 2:</p>
<p>Chapter 3: Event 1:</p>          <p>Event 2:</p>	<p>Chapter 4: Event 1:</p>          <p>Event 2:</p>
<p>Chapter 5: Event 1:</p>          <p>Event 2:</p>	

# Reaction to Bee Stings

Some everyday things can cause dangerous physical reactions in some people. These things include insect bites and stings, some medication, and food, such as peanuts and shellfish.

Getting a bee sting or eating peanuts can cause something called anaphylactic shock. Symptoms happen very quickly. The person might have trouble breathing and their face may become swollen. Anyone who has this reaction needs to get help quickly.

One treatment is an injection. This quickly reverses the symptoms of the shock.

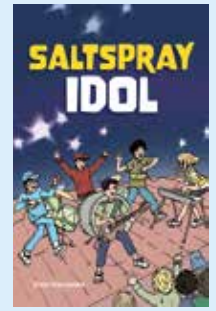
People who know they may suffer anaphylactic shock can carry a pen that can give them a dose of medication. Children are trained to use the pen as soon as they feel the symptoms.

There is a short needle on the pen and it is injected into the outside of the thigh, even through clothing. It only takes about three seconds for the medication to start working.

If there is no change, call emergency services at once.

# Saltspray Idol

Maddy decides that Team Turbo should form a group, enter the Saltspray Idol contest and become the next singing sensation. They win the local round, but then they need to raise the money to get to the final in Sydney. How are they going to do that?



## Reading strategy

### Being positive about reading

- Stopping to think when a text doesn't make sense or sound right
- Rereading when meaning is unclear
- Identifying a text type and thinking about how it should be read

## Comprehension focus

- Identifying the main idea

## Fluency focus

- Recognising and reading important words with confidence

## Genre focus

- Recount (email)

## Day 1: Before reading

- Introduce the book by discussing the cover and reading the title.
- Define the word *idol* and invite students to make predictions about the book.
- Encourage students to share what they know about Idol competitions.
- Allow time for them to scan the book including the contents page to check their predictions and to share any other discoveries they make.
- Read the blurb together to check on their predictions.
- Introduce the reading strategy by discussing the importance of being positive about reading. Talk about:
  - stopping to think when a text doesn't make sense or sound right
  - rereading when meaning is unclear
  - identifying a text type and thinking about how it should be read.

## During reading

- Read the Chapter 1 heading. Ask: What does the word *group* suggest?
- Read the opening of Chapter 1, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension. Then identify the significant events and the main idea of the chapter.
- Pose questions that will help students reflect on the relationships between the characters. Ask: Why did Maddy say, "Late again, Harry!" Why did Harry think, "Who's going to sing?"
- Read the Chapter 2 heading and invite students to make predictions about what will happen during the practice.

- Repeat the process above for Chapter 2. Talk about Maddy’s role in the story so far. Then identify the significant events and the main idea of the chapter.
- Choral read Chapter 2 together.
- Check students’ predictions about what they thought would happen during the practice.

## After reading

- Distribute Worksheet A and model how students should make entries for Chapters 1 and 2.
- Allow time for students to share and compare their work and congratulate those who stayed focused and remained on task.

## Fluency focus

Read *Maddy Comes Clean* or *Idol Rap* to students. Discuss how the reader uses their voice when reading to an audience. Have students read along with *Maddy Comes Clean*. They practise recognising and reading important words with confidence. Important words clarify the meaning of the text and are often emphasised or the intonation changes.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- variant graphemes for /sh/
- nouns
- prefix dis-
- plural for words ending in y
- words with multiple meanings (homonyms)

### Activity 1 Variant graphemes for /sh/

The letters ‘ti’ make the sound /sh/ in the suffixes -tion, -ation. Write and read the word *suggestion* and identify the base word *suggest*. Repeat the process for other words ending in -tion, or -ation, e.g. *auction*, *donation*. Discuss the base for each of them. Introduce the term *suffix* and underline -tion in the words. Explain the meaning of the suffix -tion, or -ation – the act or result of doing something. Brainstorm a list of other words with the -tion or -ation suffix, e.g. *translation*, *information*, *collection*, *perfection*, *invention*, *subtraction*. Practise saying these words.

### Activity 2 Nouns

Ask: What is a noun? Brainstorm nouns students know and list them on a board. Explain that sometimes the noun and verb of the same base word are spelt differently but they sound the same, e.g. *practice* (noun), *practise* (verb). Some verbs/nouns are spelt and sound the same, e.g. *drum/drum*, *beat/beat*. Some examples aren’t spelt the same, e.g. *donation/donate*, *perform/ performance*, *suggest/suggestion*. Practise finding nouns in the first two chapters to read.

### Activity 3 Prefix dis-

Write the word *disappointed* and discuss its meaning. Underline the prefix *dis-* and identify it as the part of the word that shows the opposite of the word. Invite students to use a dictionary to find other words with the prefix *dis-*, e.g. *disappear*, *dislike*. They record the list and create a rule about the prefix *dis-*.

### Activity 4 Plural for words ending in y

Record the word *ferry* on the board and read it with students. Review the meaning of the word plural and invite students to write the plural of *ferry*. Repeat the process for other nouns ending in *y*, e.g. *memory*, *tummy*. Have students create a rule for forming plurals for nouns with a *y* ending. Record the rule on a chart along with some sample words and display the chart in a prominent place.

### Activity 5 Words with multiple meanings (homonyms)

Write the word *raise* and ask students to explain the meaning. Look at page 16 and read the word *raise* in context. What does *raise* mean here? (The children need to raise money to pay for their trip.) Explain that *raise* has more than one meaning. What other meanings can *raise* have? (an increase in salary; lift something to a higher level) Students look for more words with multiple meanings in the text and discuss, e.g. *cool*, *present*, *beat*, *trip*. Brainstorm and make a list of words students know with multiple meanings. Write the meanings beside the words.

## Day 2: Before reading

- Review how having a positive attitude helps us improve as readers and the importance of drawing on what we know about texts, words, letters, sounds, grammar and punctuation when we read.
- Involve students in orally summarising the story so far.
- Allow time for students to read the next two chapter headings and discuss implied meanings.

## During reading

- Read Chapter 3 with students, stopping at appropriate places to pose questions that will help students develop understanding. Ask: Why is Harry not so keen to do the auction?
- Read the opening of Chapter 4, then have students take over reading independently in silence. Go around all or some of the students and ask them to read a few sentences. This is an opportunity to check their reading. Ask: Why did Harry get interested in the auction?
- Choral read Chapter 4 together. Discuss the significant events and main idea for both chapters.

## After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A.
- Discuss the value of rereading excerpts in context. Model the process and allow time for students to complete the task.

# 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 the rap with students. Invite volunteers to 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 end of the second line and the last line of each verse. Identify words that rhyme and words that don't and the humour at the end of the rap. Students choose a set of rhymes and write a verse using the same pattern as the original. They perform their verse as part of a group performance.

## Activity 4 Identify rhythm

Identify the way that syllables work to establish a rhythm, e.g. when the last two lines are read as one. Brainstorm for other phrases with a similar rhythm that could be introduced. Have students practise varying the volume of their voices to add another dimension to the sound pattern.

## Activity 5 Publish a rap

Have each student produce their own rap about one aspect of performing. They use a device and add graphics to their rap. Students jointly publish their raps as one book along with other details about performing. Identify the cover features of books that are made up of collections of stories. Students include these features in their publication of raps.

## Day 3: Before reading

- Review the reading strategy by inviting students to recall the things they can do to show they have a positive attitude towards reading.
- Discuss the importance and value of observing other readers, reading along with others and practising reading independently.
- Involve students in summarising the story so far and discussing how they think it will end.

## During reading

- Read the opening of Chapter 5, then have students take over, choral reading it together. Model reading with expression a passage with dialogue, e.g. page 30. Students echo-read the passage. Students do the same with no model on page 33. Discuss the ending in light of students' predictions and allow time for them to confirm or negate their predictions.
- Identify the significant events in the chapter. Encourage diversity of opinion and allow time for students to voice their ideas and opinions.
- Have students identify any unfamiliar words in the text, e.g. *chipmunks*, *session*, *bidder*, *announced*. Discuss their meanings.

## After reading

- Discuss expectations for Chapter 5 on Worksheet A and help students complete the task.

## Write an email

### Goals

- To read and write an email
- To identify and discuss the features of an email

Emails can be written to share good news, bad news, ask a question, or express the writer's feelings or opinions about something. They are sent electronically and are received anywhere in the world almost immediately. Photos and scanned documents can be attached to the email.

- Ask: Has anyone sent an email? What do you know about emails? Tell students about email etiquette which includes a clear subject line; a greeting; good grammar and spelling. It is important to check that the address you have entered is correct. It is polite to reply to an email promptly.
- Involve students in discussing their own emailing habits – who they send them to and what they are about.
- Allow time for students to read *Maddy Comes Clean*. Reread Maddy's email together and model how to add some text to each paragraph. Encourage students to be descriptive and use new and interesting words in their writing when completing Worksheet B.
- Discuss the operation and screen displays of the email service the school uses for writing, sending, receiving, saving, deleting and printing emails.
- Reread Maddy's email and say: We could use this format to help us compose and send an email.
- Identify the different features at the top of an email and highlight the purpose of the subject section.
- Model how to compose and send the email. Match students with an email partner and review school requirements for sending email.
- Invite students to suggest an attachment that Maddy could have sent to her friend, e.g. a newspaper report, photograph or scanned drawing. Review how to scan and save a drawing as an attachment to an email.
- Remind students to keep their emails brief; to sound out words when writing; to use spelling and grammar checks.



# Saltspray Idol

## Worksheet A Identifying the main idea

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Record the main idea for each chapter.

Chapter	Main idea
1	
2	
3	
4	
5	

# Saltspray Idol

## Worksheet B Reading and writing an email

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Add to Maddy's email.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Compose and send an email and add an attachment.

# Saltspray Monster

When Pumpkin and Curly scare Evie with their stories about monsters, Maddy has a marvellous plan to get back at them. The first part of the plan is to challenge Pumpkin to a swimming race against Carlo. The second part is to make a monster.



## Reading strategy

### Decoding long words

- Splitting the word into syllables or chunks and using phonics knowledge to try working out each part
- Thinking about the meaning of the whole sentence
- Asking, Does that sound right? Does that make sense?
- Coming back to the word and trying to read it again

### Comprehension focus

- Identifying the sequence of events

### Fluency focus

- Varying the pace of reading to create suspense

### Genre focus

- Report

## Day 1: Before reading

- Introduce *Saltspray Monster* as a story with suspense and discuss how this makes us want to finish the story.
- Read the title together. Read the blurb to students, then choral read it together.
- Involve students in making predictions about what will happen in the beginning, middle and end of the story. Ask them to record their predictions on sticky notes.
- Have students share their predictions with a partner, then the group. Ask: What makes you think that? Encourage students to justify their ideas.
- Discuss how Worksheet A will be used to record information about what happens in the story.
- Introduce the reading strategy and talk about how to decode long words by:
  - Splitting them into syllables or chunks and using phonics knowledge to try working out each part
  - Thinking about the meaning of the whole sentence
  - Asking, Does that sound right? Does that make sense?
  - Coming back to the word and trying to read it again
- Involve students in practising the strategy by chunking into syllables and using their phonics knowledge to read the words.

## During reading

- Read the opening of Chapter 1, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension.

- Repeat for Chapter 2.
- Help them to identify two events in each chapter and discuss the sequence.
- Identify long words in each chapter and involve students in decoding them.
- Discuss the importance of identifying who is telling a story (voice) and have students identify the narrator for *Saltspray Monster*. Confirm on page 4.

## After reading

- Model how to use Worksheet A to record two events that happened in sequence in each chapter.
- Allow students to complete Worksheet A for Chapters 1 and 2 independently.

## Fluency focus

Have students read along with Chapter 1 as if they were a radio commentator. They practise varying the pace of reading to build suspense.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- contractions
- schwa sound
- comparatives and superlatives
- syllables
- suffix -ous

### Activity 1 Contractions

Introduce and define the term *contraction*. Model how two words can be joined together to make one shorter word. Model the use of an apostrophe in contractions. Have pairs of students find contractions in the text. They record their examples and then record each one as two words, e.g. *we'll* = *we* + *will*. Involve students in making rules about contractions, the use of an apostrophe and how contractions are formed. Display the list of contractions in a visible space and add to it as new examples are found.

### Activity 2 Schwa sound

Display the words *monster* and *sister*. Say the words together. Notice that the er on the end sounds like a shortened version of /u/. This is the schwa sound. Brainstorm other words to list and read with the schwa sound, e.g. *faster*, *river*, *water*.

### Activity 3 Comparatives and superlatives

Draw three objects. Say: This one is big. This one is bigger (comparative), but this one is the biggest (superlative). Tell students that comparatives compare two things and superlatives compare more than two things. Model the process of forming comparatives and superlatives for other words that have er and est added, e.g. *fast*, *deep*, *high*, *cool*, *low*. Tell students that

when a base word ends in *y*, to make a comparative, change the *y* to *i* before adding *er* or *est*. When a base word ends in *e* to make a comparative, just add *r* (*closer*) or for a superlative, just add *st* (*closest*). Have students write comparatives and superlatives for *tasty*, *happy* and *large*.

### Activity 4 Syllables

Record these words from the text: *week*, *swimming*, *Tuesday*, *monster*, *console*, *downloaded* and *rescue*. Read the list and review what a syllable is. Model how to break the listed words into syllables. Have students suggest why breaking words into syllables can help when learning how to spell and pronounce words. Have students find ten other words from the text and break them into syllables.

### Activity 5 Suffix -ous

Display the words *marvellous*, *nervous* and *dangerous*. Together chunk the words into syllables and decode them. Discuss the base words and how the suffix *-ous* changes the meaning. Discuss the /u/ sound represented by the variant grapheme *ou*. Brainstorm words to read ending in *-ous*.

## Day 2: Before reading

- Involve students in orally summarising the story so far and checking their written predictions about the beginning of the story.
- Explain how using prior knowledge of a story helps us to make better predictions.
- Ask students to change or add to their predictions about the middle of the story. They share their predictions with a partner, then the group.
- Review strategies for decoding unfamiliar words from Day 1.

## During reading

- Read the opening of Chapter 3, then have students take over reading independently in silence. Go around all or some of the students and ask them to read a few sentences. This is an opportunity to check their reading.
- Repeat for Chapter 4.
- Identify and sequence the events for each chapter.
- Identify long words in each chapter and review strategies for decoding them.

## After reading

- Have students complete their entries for Chapters 3 and 4 on Worksheet A.

# 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 *A Very Muddy 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 end of the lines of each verse. Identify the words that rhyme and the words that don't. Brainstorm other sets of rhyming words that could be used, e.g. *splash*, *dash*. Have students choose a set of rhymes and write a verse using the same pattern as the original. They perform their verse as part of a group performance.

## Activity 4 Identify rhythm

Identify the way syllables work to establish a rhythm. Have students break up the words in the last verse of *A Very Muddy Rap* by underlining all the syllables. They identify the rhythm that is established when the last two lines are read as one. Students brainstorm other phrases with a similar rhythm that could be introduced. They practise varying the volume of their voices to add another dimension to the sound pattern.

## Activity 5 Publish a rap

Have each student produce their own rap about monsters or having a race. They use a device and add graphics to their rap and jointly publish their raps as one book along with other details about monsters or having a race.

## Day 3: Before reading

- Involve students in orally summarising the story so far and checking their written predictions.
- Explain how using prior knowledge of a story helps us to make better predictions.
- Students change or add to their predictions about the end of the story. They share their predictions with a partner, then the group.
- Have students explain how they decode words they find challenging.

## During reading

- Read the opening of Chapter 5, then have students take over, choral reading it together. Model reading with expression a passage with dialogue, e.g. page 30. Students echo-read the passage. Students do the same with no model on page 34.
- Ask: What did you think about Pumpkin's reaction to the monster? Who did you think would win the race? Did the story end the way you expected it to?

## After reading

- Allow students to complete their entry for Chapter 5 on Worksheet A. They return to the group to discuss the events they sequenced.

## Publish a report

### Goals

- To read and write a report
- To identify and discuss the features of a report

Reports tell us all about a topic. The heading tells what the report will be about. Reports include "who, what, where, when, how, why" information. The information can be presented in a graphic form. Reports begin with an interesting opening sentence and they often end with a closing statement. Sometimes reports have subheadings to break up the text.

- Ask: What do you know about reports? Discuss responses.
- Students read *Floating Markers*. Ask: What did you already know about floating markers (also called buoys)? What did you learn?
- Discuss the need to sequence paragraphs of a report in a logical manner. Count the paragraphs and discuss the purpose of the introduction.
- Allow time for students to reread the report, cut Worksheet B into meaningful sections, sequence the sections and then paste them on paper.
- Discuss the purpose and features of headings and subheadings, including the use of capital letters. Brainstorm a list of headings and possible subheadings for each section of *Floating Markers*. Read the list together.
- Allow time for students to add their heading and subheadings to their report.
- Remind them to include acknowledgments by adding Maddy's name as the author of the report and their name as the designer and publisher.
- Students can add a graphic element. Model how to compose and add a caption to a graphic element.
- Allow time for students to complete the task.
- Listen to students read their reports, noting how they vary the pace to build suspense.

# Saltspray Monster

## Worksheet A Identifying the sequence of events

Name: \_\_\_\_\_ Date: \_\_\_\_\_

List two events that happened in each chapter. Make sure they are in sequence.

Chapter	First event	Second event
1		
2		
3		
4		
5		

Draw your favourite part of the story.



## Floating Markers

by Maddy Chan

Floating markers are used to alert boats to dangers and to show them where it is safe to go.

There are lots of different designs and shapes. Most markers have flashing lights on them so that they can be seen at night. Some markers float but are anchored to the seabed. Others sit on piles of rocks that stick out above the water.

Here are some of them.

A green, cone-shaped marker shows the right-hand side (starboard) of a channel.

A red, can-shaped marker shows the left-hand side (port) of a channel.

Channels are where the deepest water is. Boats are not likely to hit sand or rocks in the marked channels.

A yellow and black marker shows where there is deep water close to dangerous places like rocks. The black stripes show boats which direction to go in to avoid the danger.

A red and black marker shows rocks or shallow sand bars.

A yellow marker shows special areas to be careful of, like underwater pipes, or places where boats shouldn't put down an anchor.

# Shootout!

Team Turbo is up against Pumpkin's All Stars in a basketball tournament, but then Harry hurts his finger. When it comes down to a shootout, there is only one spare player they can use – little Evie Ferrando.



## Reading strategy

### Listening to yourself as you read

- To track and enjoy the story
- To predict the words that are coming up
- 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

- Instructional text

## Day 1: Before reading

- Introduce *Shootout!* 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.
- Say: Sometimes authors weave messages into stories to make us think about ourselves. Name some well-known stories 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, and model how listening helps you to track and enjoy the story; predict the words that are coming up; 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, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension.
- Allow time for students to read Chapter 1 and practise the reading strategy of listening to themselves. Encourage students to predict and self-correct.
- Encourage students to make inferences. Ask: If this story is about a basketball game that ends in a shootout, 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. It’s helpful to demonstrate how to create a mental model of the text as students read, by explaining what you think at a given point, and flagging when a new piece of information comes up that changes what you think.

- Reread the first three pages of Chapter 1. Stop after reading, “Is he playing or not?” Ask: What does Pumpkin mean when he says this?
- Read on to, “He said that all we needed to do was dribble and pass the ball” on page 8. Ask: What does Harry mean when he thinks 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 1–2 to Worksheet A.

## Fluency focus

Read *Rules for a Shootout* or *Hot-shot Rap* with students. Discuss how they should use their voices when reading to an audience. They read along with *Hot-shot Rap*, practising reading with emphasis when they see an exclamation mark.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

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

### Activity 1 Variant grapheme for /w/

Write the following words on the board: *what*, *whatever*, *whispered*, *whistle*, *when*. Read them together and identify the common element. (/w/ spelt as wh) Underline the wh in each word and discuss the fact that the letters together make one sound - /w/. Brainstorm other words with wh-, e.g. *while*, *everywhere*, *what*, *where*, *which*. Have students record the words. They practise reading and writing them.

## Activity 2 Variant graphemes for /oa/

Brainstorm a list of words with the /oa/ sound, e.g. *Carlo, Turbo, over, slowed, go, okay, phone, goal, throw*. Students record the words on the board, then read them together. Involve students in classifying the words into groups according to how the /oa/ sound is spelt e.g. oa, o, o\_e, ow, oe. Have students create a chart with lists of /oa/ sound words according to the spelling. Head the columns with the words – *soap, no, poke, crow, toe*. They search for words from the text, or elsewhere, to add to the chart. They share their charts with a partner.

## Activity 3 Homophones

Write the words *be* and *bee* and have students explain the difference. Ask them to use each word in a sentence to show understanding. Repeat the process for *flower* and *flour*. Introduce and define the term *homophone*. Ask students to list five other homophones they know, e.g. *to/two, blew/blue, no/know, there/their, eyell, fir/fur, flea/flee*. Point out that often the two words have variant graphemes for the vowel sound, e.g. *blew/blue* contain *ew* and *ue* for the sound /oo/.

## Activity 4 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 basketball words and record them on a chart in alphabetical order, e.g. *backboard, hoop, pass, shootout*. Guide students in the use of a 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 3–4.
- Stop on page 19 at *double-ups*. Why was Maddy asking what Pumpkin meant by this?
- Continue to read, stopping where appropriate to prompt students to infer meaning from the text.

## After reading

- Have students complete thought bubbles for Chapters 3–4 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 the 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. Brainstorm other sets of rhyming words that could be used, e.g. *girl*, *twirl*. 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. Read different elements of each verse. 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 lines/words they will read together. Students perform their scripts for the class.

## Activity 6 Publish a rap

Have each student produce their own rap about playing a game or shooting a goal. They use a device and add graphics to their rap. Students jointly publish their raps as one book along with other details about playing a game or shooting a goal. Identify the cover features of books that are made up of collections of stories, e.g. a fairytale book. Students include all of these features in their publication of raps.

## 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 list of 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 the opening of Chapter 5, then have students take over reading independently in silence. Go around all or some of the students and ask them to read a few sentences. This is an opportunity to check their reading. Ask students to note any unfamiliar words and where they would reread from to check their reading makes sense.

## 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 rules for a game

### Goals

- To read, understand and write a set of rules
- To identify and discuss the features of an instructional text and introduce related terminology
- To rewrite an instructional text

All games have rules to tell you how to play. They are an instructional text, written in sections and agreed upon by the people who play the game. The sections can be numbered or lettered. By following agreed rules, everyone is playing the same game. Sometimes diagrams and labels are used to help the player follow the rules.

- Ask: What do you know about instructional texts? Discuss responses.
- Allow time for students to read *Rules for a Shootout*. Talk to students about how rules are written. Model how to begin writing rules using Worksheet B.
- Students choose a game. They brainstorm a list of alternative headings for the rules of a game. Listen for important words and phrases when they share their ideas.
- Have students write and share their headings.
- They list the equipment needed to play the game. Then write the rules.
- Brainstorm possible diagrams with labels to make rules clearer.
- Have students complete the task by editing the rules.
- Listen to students read their rules, noting how they vary the pace of reading to suit the content.

# Shootout!

## Worksheet A Making inferences

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

<p><b>Chapter 1, page 7:</b> Why did Pumpkin shout, "Is he playing or not?"?</p>	<p><b>Chapter 2, page 12:</b> What did Harry mean by, "But time was running out for us"?</p>
<p><b>Chapter 3, page 17:</b> What did Stace mean when she said, "All Pumpkin grabbed was air"?</p>	<p><b>Chapter 3, page 22:</b> What did Carlo mean when he said, "His head is big enough already"?</p>
<p><b>Chapter 4, page 26:</b> What did Pumpkin mean when he said, "Where's her ladder?"?</p>	<p><b>Chapter 5, page 33:</b> Why do you think Evie whispered, "I scored a point. We won!"?</p>

Write your favourite message and draw a picture to go with it.

# Shootout!

## Worksheet B Reading and writing rules

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Choose your game and write headings on the ruled lines below. Complete the equipment list. Write the rules. Edit your rules.

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# Skateboards and Meatballs

After a morning at the skatebowl, Carlo is going to have lunch with his Nonna. She makes the best pasta and meatballs. But when Doris eats Pumpkin's burger, Carlo has to invite Pumpkin and Curly to Nonna's for lunch, too. He feels odd introducing them to her as his friends.



## Reading strategy

### Asking questions as you read

- What do I know about the characters?
- Why did the character say that?
- Why did the character do that?
- What does that tell me about the character?
- What will the character do?

## Comprehension focus

- Analysing characters

## Fluency focus

- Reading with emphasis when you see an exclamation mark

## Genre focus

- Instructional text

## Day 1: Before reading

- Introduce the book. Allow students to make predictions about the content by looking at the title, cover illustration and blurb, then choral read it together.
- Review the term “main character”.
- Allow time for students to scan the book, including the contents page, to see who they think the main character will be and to note features of the storyline. They share their predictions with the group.
- Introduce the reading strategy by discussing the importance of asking ourselves questions about the characters before, during and after reading. Explain that we do this to aid prediction and comprehension.
- Record and share the questions for the reading strategy on a chart.
  - What do I know about the characters?
  - Why did the character say that?
  - Why did the character do that?
  - What does that tell me about the character?
  - What will the character do?
- Ask: What do you already know about Carlo's character? Have students record three facts on sticky notes, then share their opinions with the group.
- Identify common elements and differences of opinion.

## During reading

- Read the title for Chapter 1 and ask, What do you think this chapter will be about? Discuss responses.
- Discuss the importance of identifying who is telling a story (voice), then invite students to identify the narrator of *Skateboards and Meatballs*.

- Students scan the Chapter 2 title and illustrations and predict how Carlo will do in the competition. Encourage them to justify their opinions.
- Read the opening of Chapter 1, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension.
- Jointly describe Carlo's attitude to Pumpkin in Chapter 1, e.g. "*have been mad at us*" and "*looked to see if we were watching*". Ask: Do you think Carlo will feel like this throughout the story? Why or why not?
- Allow time for students to refer to their sticky-note facts about Carlo.
- Read Chapter 2 together stopping at appropriate places to pose questions about the characters. Ask: Why do you think Pumpkin lost interest in skateboarding? Why was Benjy suddenly hungry, too?

## After reading

- Read Worksheet A and model how students can use excerpts from the text to record information about Carlo.
- Have students record the information for Chapters 1 and 2.

## Fluency focus

Read *How to Ollie* or *I Can Talk Skateboard!* with students. Discuss how they should use their voices when reading to an audience. They read along with *I Can Talk Skateboard!*, practising reading with emphasis when they see an exclamation mark.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- variant graphemes for /ur/
- figurative language
- pronouns
- interesting vocabulary

### Activity 1 Variant graphemes for /ur/

Record the following words on the board: *burger, burglar, Curly*. Read the words together and ask: What sound can you hear in each word? What letters represent the sound? Underline the vowel sound /ur/ in each word. Have students find other words with the /ur/ sound in the text, e.g. *Turbo, turned, hurt, turn*. Students read the words, listening for the /ur/ sound. Revise a range of words with /ur/ spelt differently, e.g. *her, search, word, bird*. Brainstorm words with variant graphemes for /ur/ (er, ir, or, ear). Record, sort and read them.

## Activity 2 Figurative language

Introduce the term *figurative* and discuss its meaning in the context of the book. Use an example of what Carlo said – “*kissed the concrete*” (page 10). Invite students to find and list other examples, such as “*Tuck in*” (page 33). Involve students in creating other figurative language for Carlo to say. Record the figurative language and include it in appropriate places when reading the text aloud.

## Activity 3 Pronouns

Revise the term *pronoun* and its usage. Invite students to select a pronoun from the text, e.g. *we, us, I, him*. Discuss what *we* means on page 33. Compile a list of pronouns from the text and discuss their meaning. Brainstorm other pronouns to add to the list and discuss their meaning.

## Activity 4 Interesting vocabulary

Revise the term *vocabulary* and what it means. Point out that this story has interesting vocabulary because much of it is to do with skateboarding and has been developed by skateboarders themselves. Invite students to look at the glossary. It will help with the meaning of some of the terms. Ask: What’s a hand plant? Is it a plant that grows on hands? Discuss how familiar vocabulary can be used in an activity like skateboarding to create its own language.

## Day 2: Before reading

- Explain how asking questions about characters aids prediction and comprehension. Read the chart of questions together.
- Involve students in orally retelling the story so far through Carlo’s eyes.
- Allow time for students to check headings for Chapters 3 and 4, then record a prediction about Carlo on sticky notes.

## During reading

- Read the opening of Chapter 3, then have students take over reading independently in silence. Go around all or some of the students and ask them to read a few sentences. This is an opportunity to check their reading.
- Repeat the process for Chapter 4 after orally predicting what will happen about lunch. Ask: Why did Carlo think, “Nice timing, Stace.”? Why did Carlo want Evie to be quiet? Discuss the way Pumpkin responded when Doris took his burger.

## After reading

- Explain expectations for Chapters 3–4 on Worksheet A and encourage students to find examples of their own.

# 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 the rap with students. Invite volunteers to read the rap independently. Review how to read a sentence with an exclamation mark.

## Activity 2 Identify rhyme

Identify the rhyming words in the first verse. (*roll, bowl*) Establish that some of the rhyming words are not spelt with the same letter pattern, e.g. *too/you, roll/bowl*. Brainstorm other rhyming words that could have been used. Group the words according to how the sounds are spelt.

## Activity 3 Alliteration

Read the rap together and discuss the use of alliteration (same initial sound in the word) in these words – *tick tack tail tap*. Students suggest words with alliteration to describe skateboarding, e.g. *fabulous fakie, drastic drop in*. They create a verse using alliteration.

## Activity 4 Identify rhythm

Identify the rhythm of verse one by counting the syllables in each line. Brainstorm other phrases that repeat the rhythm of the first verse. Students read the verses with the substitutions.

## Activity 5 Make a readers' theatre script

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

## Day 3: Before reading

- Review the reading strategy by inviting students to recall questions they can ask themselves about characters before, during and after reading.
- Involve students in summarising what they know about Carlo in this story after allowing time for them to refer to their sticky-note predictions about him.
- Discuss how knowing and analysing characters aids prediction and comprehension.

## During reading

- Read the opening of the chapter then have students take over, choral reading it together. Model reading with expression a passage with dialogue, e.g. page 30. Students echo-read the passage. Students do the same with no model on page 34.
- Ask: Why did Carlo feel weird about Pumpkin and Curly being referred to as "*your friends*"? Why did Carlo mutter "*Everything's back to normal*" after lunch?
- Encourage diversity of opinion and allow time for students to voice their ideas and opinions and demonstrate respect for differing views.

## After reading

- Discuss expectations for Chapter 5, then have students complete Worksheet A.

## Describe a skateboard trick

### Goals

- To read, understand and write a set of directions
- To identify and discuss the features of an instructional text and introduce related terminology
- To rewrite an instructional text

Skateboard tricks have directions to tell you how to do them. They are an instructional text, written in a sequence of steps. The steps can be numbered or lettered. By following agreed steps, everyone can learn how to nollie. Diagrams and labels are useful to help the skateboarder.

- Ask: What do you know about instructional texts? Discuss responses.
- Allow time for students to read *How to Ollie*. Talk to them about how directions are written. Model how to begin writing the directions using Worksheet B.
- Refer to the glossary for a description of a nollie. Students brainstorm a list of alternative headings for directions on how to nollie. Listen for important words and phrases when they share their ideas.
- Have students write and share their headings.
- Students prepare to write the steps for the nollie. They note that most steps begin with a verb. They write the steps.
- Brainstorm possible diagrams with labels to make the steps clearer.
- Have students complete the task by editing the steps.
- Listen to students read their directions, noting how they vary the pace of reading to suit the content.

# Skateboards and Meatballs

## Worksheet A Analysing characters

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Record information about Carlo.

Chapter	Action	Speech and thoughts	Feelings
Chapter 1 Doing Tricks			
Chapter 2 The Competition			
Chapter 3 Lunch Time			
Chapter 4 Pumpkin for Lunch			
Chapter 5 Nonna's Pasta			

# Skateboards and Meatballs

## Worksheet B Reading and writing an instructional text

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write directions for how to do a skateboard trick.

Heading
Prepare the steps
Directions
Step 1
Step 2
Step 3
Step 4
Step 5

# Stranded

Maddy challenges Pumpkin to a fishing competition. Maddy doesn't even like to fish - slippery, slimy fish freak her out! But when Doris finds a stranded whale, saving the whale becomes far more important than winning a fishing competition.



## Reading strategy

### Listening to yourself as you read

- To track and enjoy the story
- To predict the words that are coming up
- To self-correct if the text doesn't make sense
- To self-correct if the text doesn't sound right

## Comprehension focus

- Identifying the author's purpose

## Fluency focus

- Adjusting the pace, volume and expression to suit the reading situation

## Genre focus

- Newspaper report

## Day 1: Before reading

- Introduce *Stranded* by discussing the cover and reading the title together.
- Encourage students to share what they know about fishing. Record their comments on a chart headed "What we know about fishing".
- Read and discuss the blurb and engage students in predicting the story. They write their predictions on sticky notes. Allow time for them to share and compare their predictions with a partner and the group.
- Introduce the reading strategy by discussing the importance of listening to yourself when you read and model how listening helps you to:
  - track and enjoy the story
  - predict words that are coming up
  - self-correct if the text doesn't make sense or doesn't sound right.
- Students practise applying the strategy by rereading the blurb independently.

## During reading

- Read the Chapter 1 heading and discuss its relevance to the story.
- Read the text with students. Add to the chart any new information about fishing.
- Identify the voice of the story by asking: Who is telling this story? Allow students to justify their opinions and encourage them to use excerpts from the text to support their answers. Confirm the answer on page 4.
- Pose questions that will help students make connections with the text and reflect on what happened and the relationships between the characters. Ask: Was Maddy involved with the conversation Benjy, Carlo and Stace were having? What was her reaction to the fishing boat?
- Talk about Maddy's role in the story so far, then identify the significant events and the main idea of the chapter.



- Have students check their original predictions about the story and record a different prediction or refine their original thoughts.
- Repeat the process for Chapter 2.

## After reading

- Read Worksheet A and model how students should make entries for Chapters 1 and 2.
- Allow time for students to share and compare their work.

## Fluency focus

Read *Saltspray Splash* or *Harry's Rap* to students. Discuss how the reader needs to use their voice when reading to an audience. Have students read *Saltspray Splash*. They practise adjusting the pace, volume and expression to suit the reading situation.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- variant graphemes for /f/
- prefixes un-, in-, a-
- syllables
- variant grapheme for /e/

### Activity 1 Variant graphemes for /f/

Write and spell the words *photo* and *off* together. Identify what sound the letters ph and ff make. Invite students to brainstorm other words where the letters ph or ff make the /f/ sound, e.g. *trophy, dolphin, elephant, puff, gruff, huff*. They record the list of words. They practise encoding and decoding the list.

### Activity 2 Prefixes un-, in-, a-

Write the following words on the board, *unhooked, unrolled*. Identify the common element un- and discuss its meaning in each word by breaking the words into smaller parts, e.g. un + hooked = unhooked. (un- makes the opposite, meaning not) Review the term prefix and brainstorm a list of words beginning with the prefix un-. Have students copy the list. Repeat for the prefix in-, meaning not, e.g. *inactive, incorrect* and the prefix a-, meaning in the state of, e.g. *afloat, asleep*.

### Activity 3 Syllables

Define the term *syllable* and model how to break written words into syllables using one- (*dog*), two- (*shallow*), three- (*forgotten*) and four-syllable (*expeditions*) words from the text. Explain that the strategy helps readers spell and pronounce unfamiliar words. Find words in the text with one, two, three and four syllables. Students list them in the correct grouping. Remind students that every syllable must have a vowel sound in it. In pairs, they practise encoding and decoding the listed words using their phonics knowledge.

## Activity 4 Variant grapheme for /e/

Record the words *help* and *jetty* on the board. Say and spell the words together, then identify the sound made by the letter e in each word. Invite pairs of students to find other words with the short /e/ vowel sound in the text, e.g. *end, edge, head, get, treasurer*. Make two lists of short /e/ vowel sound words according to whether the /e/ is spelt e or ea. Students record the lists and read them.

## Day 2: Before reading

- Review the reading strategy by covering some words in the statements on the “What we know about fishing” chart. Ask students to predict the missing words as they read the statements aloud.
- Record their predictions and tell them they were able to make good predictions because they were listening to themselves and drawing on their prior knowledge of fishing as they read.
- Allow time for students to share their revised predictions, then read the Chapter 3 heading together, listening to themselves as they read.
- Have students share related personal experiences; their connections with the text so far.

## During reading

- Read the opening of Chapter 3, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension. Stop at appropriate places to discuss the area where the children are walking.
- Repeat the process for Chapter 4. Discuss the chapter title. At the end of the chapter invite students to add information to the “What we know about fishing” chart.

## After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A and encourage students to draw on prior knowledge and personal experience to complete the task.

## 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 the 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 end of the lines of each verse. Identify the words that rhyme and the words that don't. Have students choose a set of rhymes and write a verse using the same pattern as the original. They perform their verse as part of a group performance.

## Activity 4 Identify rhythm

Identify the way that syllables work to establish a rhythm. Show how the rhythm is established when the last two lines are read as one. Brainstorm for other phrases with a similar rhythm that could be introduced. Have students practise adjusting the pace, volume and expression of their voices to add another dimension to the sound pattern.

## Activity 5 Publish a rap

Have each student produce their own rap about one aspect of fishing or stranded whales. They use a computer and add graphics to their rap. Students jointly publish their raps as one book along with other details about fishing or stranded whales. Identify the cover features of books that are made up of collections of stories. Have students include all of these features in their publication of raps.

## Day 3: Before reading

- Review the reading strategy by discussing how listening when reading helps readers stop and self-correct when the text doesn't sound right.
- Model how to use excerpts from the text when talking about features of the story. Ask students to describe their favourite part of the story so far.
- Involve students in: checking their predictions with a partner; making final additions or changes to their predictions after reading the two chapter titles.
- Remind students about how making predictions and connections with the text helps the reader.

## During reading

- Read the opening of Chapter 5, then have students take over, choral reading it 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.
- Discuss the ending in light of students' predictions and allow time for them to confirm or negate their predictions.
- Identify the significant events in the chapter. Discuss the name of Pumpkin's uncle's boat.
- Invite students to identify unfamiliar words in the text, e.g. *inflatable*, *sling*.

## After reading

- Discuss expectations for Chapter 5 students to complete their connections with the text for Chapter 5 on Worksheet A.

## Become a newspaper reporter

### Goals

- To read and understand a newspaper report
- To identify and talk about the features of a newspaper report

Newspaper reports tell us about a real event or community news. They include information about the “what, where, when, who, how, why” details. The text is written in the past tense. Newspaper reports are written in paragraphs and they begin with a headline.

- Ask: What do you know about newspaper reports? Allow time for students to read *Saltspray Splash* and identify the purpose of each paragraph.
- Model how to get started by brainstorming a list of possible headlines for this newspaper report, then involve students in jointly constructing an opening sentence for two of the suggested headlines.
- Read the quotes included in *Saltspray Splash* and work backwards to identify some of the questions that may have been asked of Tony James, the vet, Jan Green, the orca expert, and Maddy. Help students to begin work by modelling how to compose a question to ask a member of Team Turbo involved in the adventure. They conduct an imaginary interview.
- Look at the comments quoted from the interviewees and review the use of quotation marks.
- Discuss how the report could have a graphic. Students could add a diagram of the cliff path. Students can compose extended labels for a diagram. Remind them to use the illustrations from the book to help them with their diagrams.
- Brainstorm a list of things students know about whales and discuss how they could be used to compose a paragraph.
- Listen to students as they share their work on Worksheet B, noting their ability to create headlines, compose opening statements, questions and answers and add another quote to a newspaper report.

# Stranded

## Worksheet A Identifying the author's purpose

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Make connections with the text.

<p><b>Chapter 1 The Challenge</b> List three things you know about fishing.</p>	<p><b>Chapter 2 Gannet Point</b> List two things Team Turbo might have taken with them.</p>
<p><b>Chapter 3 Caxton's Crevice</b> Give a possible reason why this place was called Caxton's Crevice.</p>	<p><b>Chapter 4 Saving the Whale</b> How would you help a stranded whale?</p>
<p><b>Chapter 5 The Weigh-in</b> How do you think Pumpkin felt when he saw the newspaper front page?</p>	

# Stranded

## Worksheet B Reading and writing a newspaper report

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Make up three headlines for your interview. Add an opening sentence for one headline.

Conduct an imaginary interview. Ask three questions and make up some answers.

Name of person being interviewed:

Question 1:

Answer:

Question 2:

Answer:

Question 3:

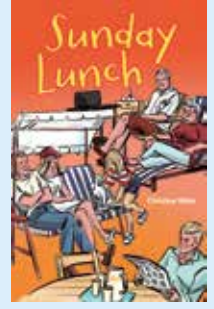
Answer:

Use your interview questions and answers to add another comment to the report.

Make a map of the area where the whale stranded.

# Sunday Lunch

Stace has to have lunch with her family on Sunday. She would rather be out with Team Turbo. However, this Sunday, there is a surprise. Uncle Pete's friend, Shelly, is there. Stace thinks that Shelly has a secret. But what is it?



## Reading strategy

### Asking questions as you read

- What do I know about the characters?
- Why did the character say that?
- Why did the character do that?
- What does that tell me about the character?
- What will the character do?

## Comprehension focus

- Analysing characters

## Fluency focus

- Making our voice go up at a question mark

## Genre focus

- Persuasive (letter of complaint)

## Day 1: Before reading

- Introduce and read the questions we should ask ourselves about characters before, during and after reading:
  - What do I know about the characters?
  - Why did the character say that?
  - Why did the character do that?
  - What does that tell me about the character?
  - What will the character do?
- Talk about characters in stories, e.g. favourite characters, how authors develop characters, why we like some but dislike others, why we feel for or empathise with some.
- Discuss the features of text that help us build character profiles, e.g. descriptions, reactions, responses, feelings, dialogue, thoughts, actions of characters.
- Allow time for students to scan the book using illustrations and chapter headings to identify the characters of the story.

## During reading

- Read Chapter 1 with students. Stop at appropriate places to ask questions about the characters. Ask: What do you already know about Stace and Benjy? What was Stace thinking?
- When the whole chapter has been read, have students write the names of selected characters on Worksheet A (Analysing Characters). Model how to write a short phrase about these characters.
- Students complete the worksheet. Repeat the process for Chapter 2.

## After reading

- Students share their notes about characters in Chapter 1, then orally summarise what they know of the characters so far using their notes on Worksheet A.
- Have students place Worksheet A in their portfolios for further use and assessment purposes.

## Fluency focus

Model reading pages 10–11 of the book with students. Discuss how you used your voice. Have students chorus read the pages. They practise making their voices go up at a question mark.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- contractions
- abbreviations
- prefix un-
- variant graphemes for /ai/

### Activity 1 Contractions

Introduce and define the term *contraction*. Model how two words can be joined together to make a shorter word. Model the use of an apostrophe in contractions. Have pairs of students find contractions in the text. Record their examples and then record each one as two words: *wasn't* = *was* + *not*. Involve students in making rules about contractions, the use of an apostrophe and how contractions are formed. Display the list of contractions in a visible space and add to it as new examples are found.

### Activity 2 Abbreviations

Explain that abbreviations are short forms of words, e.g. TV is short for television, UFO (page 36) is sort for unidentified flying object. Find examples of other abbreviations to expand on. Record them with their full form, e.g. NZ (New Zealand), NSW (New South Wales), ASAP (as soon as possible).

### Activity 3 Prefix un-

Think of words that start with the prefix un-, e.g. *unusual*. Discuss what the words mean (not usual, different). Take off the prefix, now what does the word mean? (common, expected) What does adding the prefix do to a word? (means 'not') Brainstorm more words with the un-prefix, e.g. *unidentified*, *undone*, *unsafe*, *unsure*, *untrue*. Discuss the meaning of each.



## Activity 4 Variant graphemes for /ai/

Work with the group to find words with the /ai/ vowel sound in the text, e.g. *late, play, Stace, face, today, name, made, cake, maybe, plate, great*. List the words and read them together. Have individuals find other words with the /ai/ sound, e.g. *break, paid, neigh, grey, bacon, straight*. Sort the words into groups according to how the /ai/ is spelt (ai, ay, a\_e, ea, eigh, ey, aigh, a), then use a dictionary to add more words to each list.

## Day 2: Before reading

- Review what students know and feel about the characters so far by referring to their notes on Worksheet A.
- Reread the questions they can ask about characters before, during and after reading.

## During reading

- Repeat the approach used in Day 1. Read Chapter 3 together and stop at appropriate places to ask questions about the characters.
- Repeat process for Chapter 4.
- Record information about characters on Worksheet A for Chapters 3 and 4.
- Continue modelling how to ask questions before, during and after reading.

## After reading

- Encourage students to share their notes about characters for Chapters 3 and 4 and their predictions for Chapter 5.
- Allow students to add to Worksheet A as they are listening to the ideas of their peers.
- Remind students about reading between the lines by posing questions that relate to how characters felt. Ask: How did Shelly feel about all the questions? How did Grandma feel about the questions? How was Grandpa feeling about Shelly?

## 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 the *Grumpy Grandpa 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 end of the lines of the verses. Identify the words that rhyme and the words that don't. Brainstorm other sets of rhyming words that could be used. Have students choose a set of rhymes and write a verse using the same pattern as the original. Have students perform their verse as part of a group performance.

### Activity 4 Identify rhythm

Identify the way that syllables work to establish a rhythm. Identify the rhythm that is established when the first two lines of the first two verses are read as one. Brainstorm for other phrases with a similar rhythm that could be introduced. Have students practise varying the volume of their voices to add another dimension to the sound pattern.

### Activity 5 Publish a rap

Have each student produce a rap on a device about one aspect of a family lunch. They can add graphics to their rap. Have students jointly publish their raps as one book along with other details about family lunches. Identify the cover features of books that are made up of collections of stories, e.g. a fairytale book. Students include all of these features in their publication of raps.

## Day 3: Before reading

- Have students use their copy of Worksheet A to recall what they know about the characters and to identify who they think the main characters are. Students check their predictions about who they think the main characters are against the group decision.
- Jointly compose a short character profile. Include an introduction and a paragraph about the character at the beginning, middle and end of the story. Finish with a concluding statement.
- Read the character profile together.

## During reading

- Students read Chapter 5 independently. They record information about characters on Worksheet A for Chapter 5.
- Continue modelling how to ask questions before, during and after each chapter.

## After reading

- Discuss sections of the text that are proving challenging for students to read. Revisit these words. Model how students can use their phonics knowledge to break the words down and read them.
- Students split the word into chunks or syllables and use the phonics they know to work out each part.
- Students go back to the start of the sentence to reread the text, making sure it makes sense.

# Write a persuasive letter

## Goals

- To read, understand and identify the features of a persuasive letter
- To write a persuasive letter

Letters are sometimes written to encourage someone to do something. A persuasive letter starts by giving background to what the person writing the letter wants to happen. The writer of the letter adds some arguments to convince the reader. A persuasive letter ends with a summary and a request for action.

- Ask students what they know about persuasive letters. Allow time for them to read *Official Complaint* on pages 36–37. Tell them that they are going to write a letter persuading a relative to provide their favourite food at lunch.
- Have students write their ideas down. They brainstorm a list of favourite foods. Discuss the reasons why they like these foods. Ask: Are they just favourite foods, or is there a dietary reason?
- Remind students they need to be making notes to use when writing a persuasive letter. Model how to start using Worksheet B and allow time for them to complete it.
- Reread *Official Complaint* and discuss the persuasive tone of the writing, particularly in the opening paragraph. Say: You could use this format to help you write a letter to your relative.
- Model how to write an opening statement such as, “I am writing to you because...” Remind students to use the first paragraph to make their request clear and to use their notes.
- Next they identify reasons for a special menu, such as good things that will happen if it is served. They write two arguments for the favourite food. They add a concluding statement.
- Review editing and proofreading strategies and create a checklist for students to use as they complete the tasks. They should check each sentence for capital letters and punctuation and make sure they have included commas after the greeting and the closing.
- Have students write their letters and publish them.
- Have students read their letters, noting the use of persuasive language, the way their request was stated, the reasons given and the possible effects that have been included.

# Sunday Lunch

## Worksheet A Analysing characters

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Add the names of two characters and a few words about what they say or do in each chapter.

### Chapter 1

Name _____	_____
Name _____	_____

### Chapter 2

Name _____	_____
Name _____	_____

### Chapter 3

Name _____	_____
Name _____	_____

### Chapter 4

Name _____	_____
Name _____	_____

### Chapter 5

Name _____	_____
Name _____	_____

Draw a picture of your favourite character. Add information about him/her.

# Sunday Lunch

## Worksheet B Reading and writing a persuasive letter

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Gather your thoughts.

Part 1: Write your ideas.

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Part 2: Write an opening statement.

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Part 3: Write two arguments, such as benefits or good things that will happen.

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Part 4: Add a concluding sentence.

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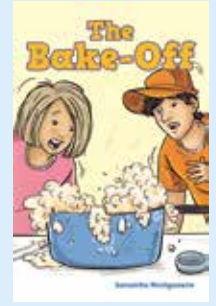
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Draft a letter to your relative, edit and proofread it and then publish it.

# The Bake-Off

Stace and Carlo have perfected their marshmallow slice for the Saltspray Bake-Off. Meanwhile, Pumpkin and Curly are baking a monster cake. But something goes terribly wrong with the marshmallow mix. And Harry knows who is responsible.



## Reading strategy

### Using prior knowledge to make connections with and predictions about the text

- What will happen next?
- Has this ever happened to me?
- What do I know about this situation?
- What similar texts have I read/viewed?

## Comprehension focus

- Predicting outcomes and identifying the main idea

## Fluency focus

- Varying expression and tone to suit features of the text

## Genre focus

- Newspaper report

## Day 1: Before reading

- Introduce the book by reading the title to students, then choral read it together. Engage students in a discussion about the cover illustration, baking and baking competitions.
- Allow time for students to discuss what they know about the Team Turbo children and what they think they will do in this story.
- Have them record a prediction about the beginning, middle and end of the story on sticky notes. They share their predictions with the group.
- Introduce the reading strategy by discussing the importance of using prior knowledge to make predictions about and connections with a text.
- Ask students to suggest relevant questions they can ask themselves when they are reading:
  - What will happen next?
  - Has this ever happened to me?
  - What do I know about this situation?
  - What similar texts have I read?Record the suggestions on chart paper.

## During reading

- Read the Chapter 1 heading and ask: How do you think the story will begin? Discuss responses. Read the opening of Chapter 1, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension.
- Discuss the importance of identifying who is telling a story (voice), then ask students to identify the narrator of *The Bake-Off*. (Confirm on page 4.) Ask: What does *squinted* mean on page 6? Why was Harry squinting?
- Ask: What has happened in the story so far? What do you think the main idea was?

- Refer students to their predictions about the beginning of the story and acknowledge those who used prior knowledge of the characters and other stories in the series to make relevant predictions.
- Read the Chapter 2 heading and ask: What do you think will happen next? Read the opening of Chapter 2, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension.
- Allow time for students to identify the main idea of Chapter 2. Ask: Who were the unwelcome challengers?

## After reading

- Review the term “main idea” and jointly identify the main idea for Chapter 1. Ask students if they can identify the main idea for Chapter 2.
- Explain the layout of Worksheet A. Students complete the entries for Chapters 1 and 2 and share their “main idea” drawings.

## Fluency focus

Model reading *Marshmallow Slice Rap*. Discuss how the reader uses their voice when reading to an audience. Have students read along with the rap. They practise changing the expression and tone of their reading to suit the features of the text.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- variant grapheme for /ow/
- adjectives
- variant grapheme for /w/
- compound words
- variant grapheme for /r/

### Activity 1 Variant grapheme for /ow/

Students scan the book to find words with the /ow/ sound. They record them on paper, e.g. *about, out, without, sounds, mouthful*. Emphasise that /ow/ can be spelt ow or ou. Compile a group list by brainstorming words with the /ow/ sound. Record the words on the board and read the list together. Identify the spelling pattern that represents the /ow/ sound in each word by underlining it. Students practise writing the words.

### Activity 2 Adjectives

Review the term *adjectives* and discuss their purpose in a text. Use the phrases, “*Perfect pink marshmallow. Perfect crunchy base,*” *I said.* (page 6) to model how adjectives are used to paint pictures with words. Assign a chapter to each student, then allow time for them to list all the adjectives they can find. Have students find adjectives to describe *cake* and a *competition*.

### Activity 3 Variant grapheme for /w/

Write the following on the board: *white, what, why, when, what's*. Read them together and identify the common element – the /w/ sound at the beginning, spelt wh. Underline the wh in each word and discuss the fact that the letters together make the sound /w/. Brainstorm other words that start with wh making the /w/ sound, e.g. *where, which*.

### Activity 4 Compound words

Write the words *superstar, pancake, everywhere* on the board. Have students talk about how these words were formed. Show how *super* and *star* are joined together to make *superstar*, a compound word. Have students show other examples of compound words from the text, e.g. *sauce + pan = saucepan*. Brainstorm a list of other known compound words with the two single words alongside and engage students in writing a statement that defines compound words.

### Activity 5 Variant grapheme for /r/

Write the word *wrong*. Sound it out and discuss how the /r/ sound is made by the letters wr. Add other words with this variant grapheme to the list, e.g. *wrap, write, wreck*. Have students copy the list.

## Day 2: Before reading

- Explain how using prior knowledge aids prediction and comprehension, then review the questions students can ask themselves. Ask: Why did the author write a story about Team Turbo in a bake-off?
- Have students check their predictions about the beginning of the story.
- Allow time for students to check the next two chapter headings and then make adjustments to their predictions about the middle of the story.

## During reading

- Read Chapter 3 to students, then choral read it together, stopping at appropriate places to pose questions that will help students develop a deeper understanding of the story. Ask questions such as, why do you think Curly was in a hurry to get the cake in the oven?
- Read the opening of Chapter 4, then have students take over, choral reading it together. Model reading with expression a passage with dialogue, e.g. page 22. Students echo-read the passage. Students do the same with no model on pages 26-27. Ask: What does the word *nudging* mean? (page 22)

## After reading

- Review and model how to identify and record main ideas for Chapter 1. Have students complete the entries for Chapters 3 and 4 on Worksheet A.
- Encourage students to talk about the story by inviting opinions about the main character so far. Ask: Is Harry the main character? Is Benjy the main character? How do you know? Do you like Pumpkin in this book? Why or why not?



# 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 *Marshmallow Slice 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, e.g. the verse patterns are a, b, c, b. Identify the words that rhyme and the words that don't in the verses. Brainstorm other sets of rhyming words that could be used. Have students choose a set of rhymes and write a verse using the same pattern as the original. Have students perform their verse as part of a group performance.

## Activity 4 Make a readers' theatre script

Students work in groups of three. Have the group decide which member will read what line individually and which lines/words they will read together. Students perform their scripts for the class.

## Activity 5 Publish a rap

Have each student produce a rap on a device about baking or a bake-off. They can add graphics to their rap. They jointly publish their raps as one book along with other details about baking or bake-offs. Identify the cover features of books that are made up of collections of stories, e.g. a recipe rap book. Students include these features in their publication of raps.

## Day 3: Before reading

- Review the reading strategy by inviting students to recall questions they can ask themselves to make predictions about and connections with the text.
- Involve students in retelling the story so far and allow time for them to check/confirm their predictions about the story. Ask: How will the story be resolved? Have students make adjustments to their predictions, if necessary.
- Discuss how tracking the story and identifying main ideas from the text aids prediction and comprehension.

## During reading

- Before reading Chapter 5 ask: Why was Harry standing up? How will Team Turbo find out the whole story? What will happen to Pumpkin?
- Read the opening of Chapter 5, then have students take over reading independently in silence. Go around all or some of the students and ask them to read a few sentences. This is an opportunity to check their reading. Ask: Did the story end as you expected it to?

## After reading

- Have students complete their entries for Chapter 5 on Worksheet A.

## Become a newspaper reporter

### Goals

- To read and understand a newspaper report
- To identify and talk about the features of a newspaper report

Newspaper reports tell us about a real event or community news. They include information about the “what, where, when, who, how, why” details. The text is written in the past tense. They are written in paragraphs and they begin with a headline.

- Ask: What do you know about newspaper reports? Allow time for students to read *Saltspray Splash* and identify the purpose of each paragraph.
- Model how to get started by brainstorming a list of possible headlines for this newspaper report, then involve students in jointly constructing an opening sentence for two of the suggested headlines.
- Read the quotes included in *Saltspray Splash* and work backwards to identify some of the questions that may have been asked of Henry Brown, the competition judge, Carlo and Stace. Help students to begin work by modelling how to compose a question to ask a member of Team Turbo involved in the event. They conduct an imaginary interview.
- Look at the comments quoted from the interviewees and review the use of quotation marks.
- Discuss how the report could have a different graphic. Students could add a diagram of the layout of the tables at the Bake-off. Students can compose labels for the diagram. Remind them to use the illustrations from the book to help them with their diagrams.
- Brainstorm a list of things students know about baking and discuss how they could be used to compose a paragraph.
- Listen to students as they share their work on Worksheet B, noting their ability to create headlines, compose opening statements, questions and answers and add another quote to a newspaper report.

# The Bake-Off

## Worksheet A Identifying the main idea

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Draw a picture about the main idea for each chapter of the book.

<b>Chapter 1 The Food Testers</b>	<b>Chapter 2 Unwelcome Challengers</b>
<b>Chapter 3 The Race is On</b>	<b>Chapter 4 An Eruption</b>
<b>Chapter 5 Caught on Camera</b>	

Write a short sentence about the main idea of one chapter.

# The Bake-Off

## Worksheet B Reading and writing a newspaper report

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Make up three headlines for your interview. Add an opening sentence for one headline.

Conduct an imaginary interview. Ask three questions and make up some answers.

Name of person being interviewed:

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Use your interview questions and answers to add another comment to the report.

Make a diagram of the hall where the bake-off took place.

# The Biggest Catch

Evie likes to think she is a fishing expert. She bets Pumpkin that she can beat him at fishing. Pumpkin catches the first fish and things aren't looking good for Evie. Even Carlo isn't having any luck. Then a seagull flies by...



## Reading strategy

### Asking questions as you read

- What do I know about the characters?
- Why did the character say that?
- Why did the character do that?
- What does that tell me about the character?
- What will the character do?

## Comprehension focus

- Analysing characters

## Fluency focus

- Using intonation to convey author's message

## Genre focus

- Recount (email)

## Day 1: Before reading

- Introduce the book and allow students to make predictions about the content by looking at the title, cover illustration and blurb. Choral read it together. Engage them in sharing their knowledge and experience of fishing.
- Review the term "main character". Allow time for students to scan the book, including the contents page, to quickly see who they think the main character will be and to note features of the storyline.
- Students share their predictions with the group.
- Introduce the reading strategy by discussing the importance of asking questions about the characters before, during and after reading. Explain that we do this to aid prediction and comprehension.
- Write questions about the characters on chart paper and read them with students.
  - What do I know about the characters?
  - Why did the character say that?
  - Why did the character do that?
  - What does that tell me about the character?
  - What will the character do?
- Have students suggest further questions to add.
- Ask: What do you already know about Carlo's character? Have students record three facts on sticky notes, then share their opinions with a partner and the group. Identify common elements and differences of opinion.

## During reading

- Read the title for Chapter 1 and ask: What do you think this chapter will be about? Discuss responses.

- Discuss the importance of identifying who is telling a story (voice), then have students identify the narrator of *The Biggest Catch*. They check to see if they are correct on page 4.
- What does Carlo think of Evie, for example when he says “*in her telltale voice*”. Use new and interesting words to describe his attitude to her.
- Read the chapter with students, then ask: Do you think Carlo will feel like this throughout the story? Why or why not?
- Discuss the way Evie speaks and highlight features by rereading excerpts together, e.g. “*I’ll tell Mum*”.
- Students scan the Chapter 2 heading and illustrations and predict how Carlo will feel about skateboarding now that Pumpkin is there. Encourage them to justify their opinions.
- Read the text with students. Discuss the change in Carlo’s attitude.
- Allow time for students to refer to their sticky-note facts about Carlo.

## After reading

- Read Worksheet A and model how students can use excerpts from the text to record information about Carlo in Chapters 1 and 2.

## Fluency focus

Read *Pumpkin’s Email* or *Evie’s Rap* to students. Discuss how a reader uses their voice when reading to an audience. Have students read *Pumpkin’s Email*. They practise using intonation to convey the author’s message.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- comparatives and superlatives
- variant graphemes for /e/
- prefixes re- and un-
- encoding challenging words

### Activity 1 Comparatives and superlatives

Comparatives are adjectives used to compare two things and mostly end in -er (e.g. bigger). Superlatives are adjectives used to compare three or more things and mostly end in -est (e.g. biggest). On page 34 find the words *bigger* and *biggest*. Ask: What are these adjectives comparing? (their catches) Notice on page 6, “the faster the better”. Ask: What does this mean? What is the superlative of *fast*? Explain that *better* is different as it’s the comparative of *good* (good, better, best). Brainstorm other examples of comparative and superlative adjectives to record and read.

## Activity 2 Variant graphemes for /e/

Display the words *head*, *ready*, *instead*. Read the words and discuss what vowel sound students hear. These words are spelt with the variant grapheme *ea* for /e/. Brainstorm a list of words with /e/ sound written as *ea*, e.g. *heavy*, *weather*, *bread*. Students practise reading (decoding) and writing (encoding) these words in pairs.

## Activity 3 Prefixes re- and un-

Write *rebaited* on the board. Model decoding the word by breaking the word into smaller parts, *re + baited = rebaited*. Discuss what *re* means and how it changes the meaning of *baited*. Review the term prefix and brainstorm a list of words beginning with the prefix *re-*. Students copy the list. Write *untangled*. Identify the prefix *un-* and make a list of words beginning with *un-*. Discuss what *un* means and how it changes the meaning of *tangled*. Brainstorm, record and read together a list of words with the prefix *un-*. Students practise encoding and decoding the lists in pairs. One decodes (reads) a word and the other encodes (writes/spells) it. Then they swap over. They check their spelling against the master lists.

## Activity 4 Encoding challenging words

Demonstrate how to split a word orally into syllables or chunks, e.g. *biggest - big/gest*. Ask students to use their phonics knowledge to decode each chunk. In pairs, students find challenging words in the book. They say the word slowly and write each syllable as they say it. They dictate and encode words in pairs.

## Day 2: Before reading

- Explain how asking questions about characters aids prediction and comprehension. Read the chart of questions together.
- Involve students in orally retelling the story so far through Carlo's eyes.
- Allow time for students to check the next two chapter headings, then record a prediction about Carlo on sticky notes.

## During reading

- Read the opening of Chapter 3, then have students take over, choral reading it together. Stop them at appropriate places to pose questions about the characters. Ask: What do you think Maddy was going to do? Do you think Evie was going to be helpful?
- Repeat the process for Chapter 4 after orally predicting who will win the competition. Ask: Do you think Pumpkin and Curly were being fair? Do you think Carlo is confident?

## After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A and encourage students to find examples of their own.

# 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 *Evie's Rap* with students. Volunteers read the rap independently.

## Activity 2 Perform the rap: body percussion

Encourage students to perform word or sound percussion in time with the rhythm of the rap. Pairs of students create a set of movements to perform as they read the rap.

## Activity 3 Identify rhyme

Students identify the rhyming words in each verse. Work together to write another version of the rap using two other rhyming words. Students perform the new raps together.

## Activity 4 Create a new rap

Students work together to write a new rap about catching a fish using the same rhyming pattern and rhythm.

## Activity 5 Make a readers' theatre script

Pairs of students decide which lines/words each one will read individually and which lines/words they will read together. They perform their rap for the class.

## Day 3: Before reading

- Review the reading strategy by inviting students to recall questions they can ask themselves about characters before, during and after reading.
- Involve students in summarising what they know about Carlo in this story after allowing time for them to refer to their sticky-note predictions about him and the information on Worksheet A.
- Discuss how knowing and analysing characters aids prediction and comprehension.

## During reading

- Read the opening of Chapter 5, then have students take over, choral reading it together. Discuss the way Carlo responded when he caught the small herring. Ask: Why did Maddy say not to cut the line? Why were the words "*the biggest catch*" so important?
- Encourage diversity of opinion and allow time for students to voice their ideas and opinions and demonstrate respect for differing views.

## After reading

- Discuss expectations for Chapter 5 on Worksheet A. Have students complete the task.



# All about emails

## Goals

- To read and write an email
- To identify and discuss the features of an email

Emails can be written to share good news, bad news, ask a question, or express the writer's feelings or opinions about something. They are sent electronically and are received anywhere in the world almost immediately. Photos and scanned documents can be attached to the email.

- Ask: Has anyone sent an email? What do you know about emails? Tell students about email etiquette which includes a clear subject line; a greeting; good grammar and spelling. It is important to check that the address you have entered is correct. It is polite to reply to an email promptly.
- Involve students in discussing their own emailing habits – who they send them to and what they are about.
- Allow time for students to read Pumpkin's email. Introduce Worksheet B. Reread Pumpkin's email together and model how to add some text to each paragraph. Encourage students to be descriptive and use new and interesting words in their writing when completing Worksheet B.
- Discuss the operation and screen displays of the email service the school uses for writing, sending, receiving, saving, deleting and printing email.
- Reread Pumpkin's email and say: We could use this format to help us compose and send an email.
- Identify the different features at the top of an email and highlight the purpose of the subject section.
- Model how to compose and send the email. Match students with an email partner and review school requirements for sending email.
- Remind students to keep their emails brief; to sound out words when writing; to use spelling and grammar checks.

# The Biggest Catch

## Worksheet A Analysing characters

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete the boxes to analyse Carlo's behaviour.

Chapter	Action	Speech and thoughts	Feelings
Chapter 1 Telling Tales			
Chapter 2 Fishing Challenge			
Chapter 3 The Referee			
Chapter 4 The Flathead			
Chapter 5 The Biggest Catch			

# The Biggest Catch

## Worksheet B Reading and writing an email

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Add to Pumpkin's email.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Compose and send an email.

# The Bonza Beach Dig

T-shirts, film tickets, book vouchers, boat rides to Gannet Point and The Donut, computer games, surfing lessons, fishing trips – these are prizes to be won at the Bonza Beach Dig. Team Turbo join in the fun. And by the end of the day, even Doris the dog has won a prize.



## Reading strategy

### Rereading

- Prompt students to reread if the text sounds wrong
- Think about the meaning of the whole sentence
- Come back to the challenging part and work it out by using decoding knowledge
- To ensure text now makes sense and sounds right

### Comprehension focus

- Identifying the main idea

### Fluency focus

- Reading with a loud, clear voice

### Genre focus

- Information narrative

## Day 1: Before reading

- Introduce *The Bonza Beach Dig* by looking at the title, cover illustration and blurb.
- Have students predict what will happen in the story on sticky notes, then share their predictions. Ask: What makes you think that? Help students to justify their predictions.

## During reading

- Introduce the strategy of rereading. Read Chapter 1 aloud and stop at appropriate places to reread parts of the text. Ask: Why did I do this? Explain that rereading is a strategy they could use when they are finding reading and understanding a text challenging.
- Reread page 6 with students. Focus on the word *fundraiser*. Ask: If you don't know what it means, what can you do? Read the whole sentence to find evidence to clarify meaning, consult a dictionary.
- Read page 8 to find the words *safety flags*. Ask: What evidence is there in the paragraph that tells us what *safety flags* might mean?
- Read Chapter 1 together with students and allow them time to practise the rereading strategy.
- Repeat the process with Chapter 2.

## After reading

- Introduce the term "main idea" and jointly identify the main idea for Chapter 1. Ask students if they can identify the main idea for Chapter 2.
- Explain the layout of Worksheet A, then read the chapter headings together. Allow students to draw the main ideas on Worksheet A for Chapters 1 and 2.
- Have students share their "main idea" drawings for Chapters 1 and 2.

## Fluency focus

Read *Thank-you Speech* or *I Dig Rap* with students. Discuss how a reader uses their voice when reading to an audience. Have students read *Thank-you Speech*. They practise reading with a loud, clear voice.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- adding -ing to verbs
- forming adverbs by adding -ly to the base word
- variant graphemes for /ow/
- compound words

### Activity 1 Adding -ing to verbs

Find verbs (action words) ending with -ing in the text and record them on a sheet with the heading “-ing verbs”. Orally put them in sentences to model their tense, e.g. I am playing. Explain that we use this tense in speech and writing when the action is ongoing. Have students think of other examples, e.g. *going*. They identify the base word in each verb and note if it has been changed before the -ing is added, e.g. doubling the last letter as in *swimming*, dropping the e as in *arriving*. Have students copy the list and underline the -ing. Jointly construct rules about adding -ing to verbs. Classify the list according to the rules.

### Activity 2 Forming adverbs by adding -ly to the base words

Find the following adverbs in the text and *Thank-you Speech* and read the sentences in which they are written: *suddenly, oddly, especially, finally*. Model how -ly is added to the base word to form an adverb. Explain that an adverb adds information to a verb, e.g. *jumps suddenly*. Allow students to add further examples to the list. Model how adding an adverb to a sentence gives it more detail.

### Activity 3 Variant graphemes for /ow/

Record the following words on the board: *found, pounce, now, cow, towel*. Ask: What sound can you hear in each word? How is the sound spelt in each word? Underline and identify the letters that make the /ow/ vowel sound. Ask students to record the words and think of another word with each of the grapheme-phoneme correspondences, e.g. *sound, how*. Make class lists of words with the /ow/ vowel sound, grouping them according to how the sound is spelt.

### Activity 4 Compound words

Ask students to define the term “compound words”, then model how two words have been joined together without a hyphen to make one word, e.g. *every + one = everyone*. Ask students to find five compound words in the book and share what two words make up each. They list their words in alphabetical order, e.g. *afternoon, lifesaver, noticeboard, sandcastle, sunblock*. Jointly construct and record an alphabetised list of all their compound words. Have students record the list. They discuss the meaning of the compound words.

## Day 2: Before reading

- Review the strategy of rereading and discuss the importance of and reasons for rereading words, phrases, sentences and paragraphs.
- Reread the list of predictions recorded on Day 1, then have students summarise the story so far. Provide positive feedback.

## During reading

- Repeat the approach used in Day 1. Stop and reread challenging words, e.g. *lifesavers* (page 17). Use students' phonics knowledge to decode it, e.g. life/sav/ers. Point out the schwa sound on the end. Reread the sentence to clarify meaning. Do the same for *loudspeaker* (page 18).
- Work through Chapters 3 and 4 together using this approach.

## After reading

- Review and model how to identify and record the main idea for Chapter 3.
- Allow students to complete and share their drawings of the main ideas for Chapters 3 and 4 on Worksheet A.

## 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 the 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 end of the lines of each verse. Identify the words that rhyme and the words that don't. Brainstorm other sets of rhyming words that could be used. Have students choose a set of rhymes and write a verse using the same pattern as the original. Have students perform their verse as part of a group performance.

## Activity 4 Identify rhythm and repetition

Identify the way that syllables work to establish a rhythm. Notice that most words have only one syllable. Identify the repetitive elements of the rap. Have students work in pairs to create a new verse using the same repetitive pattern. They share their new verses with the group.

## Activity 5 Create a new rap

Have students work together to write a new rap about the Bonza Beach Dig using the same rhyming pattern and rhythm.

## Day 3: Before reading

- Review the strategies introduced on Day 1, reminding students of the reasons for rereading.
- Ask students to jointly recall the main ideas for Chapters 1–4 using the work they have completed on Worksheet A.

## During reading

- Read the opening of Chapter 5, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension.
- Ask students to note challenging words and where they would reread from.

## After reading

- Allow students to complete and share their main idea drawings for Chapter 5 on Worksheet A. Work with students to orally identify the main idea for the whole text.
- Record suggestions and read them together.

# Write an information narrative

## Goals

- To read and write an information narrative about an exciting experience
- To identify and talk about an information narrative text

An information narrative describes an experience in the writer's life. It is always in the first person. The title of the narrative tells us what it will be about. It includes interesting details and time-order words to describe the event as well as mentioning particular people or places. Sad, funny or amazing details help the reader to imagine what it would have been like to be there.

- Ask: What do you know about information narratives? Discuss responses. Have students read *Thank-you Speech*, then return to the group. Have students talk about *Thank-you Speech*.
- Complete the analysis on Worksheet B together.
- Ask: What is the information narrative telling us about? What is the purpose of the heading? What makes it an information narrative? What details and parts give interesting details about particular people? What information is conveyed?
- Students think of an experience that is important to them – a situation that was exciting or perhaps a bit frightening.
- They include what, when, how and who information. They write at least four paragraphs and give their narrative a heading.
- Students write their narrative on a device or paper.
- Once the narratives are completed, identify the features of a collection of stories, e.g. fairy tales. Assign a responsibility to each student – working on the front cover, back cover, title page, contents page and writing a blurb.
- Have students work co-operatively to bind their narratives and publish a group collection.
- Talk to students about how we read information narratives and the purpose of the features.
- To conclude the study, listen to students read their information narratives. Listen for important words and phrases when they are sharing.



# The Bonza Beach Dig

## Worksheet A Identifying the main idea

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Draw a picture about the main idea for each chapter of the book.

Chapter 1	Chapter 2
Chapter 3	Chapter 4
Chapter 5	

Write a short sentence about the main idea of one chapter.

# The Bonza Beach Dig

## Worksheet B Writing an information narrative

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Analyse the "Thank-you Speech" information narrative. When did the experience happen?

List the people who Jake thanks.

Find three different sentence beginnings.

Find four verbs (action words).

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

Read the concluding sentence and write a different one below.

What were the three main things that the thank-you speech told us?

Write your information narrative on paper or a device.

# The Fear Factor

The Saltspray Funday has a Fear Factor competition. Stace enters all of Team Turbo, even Evie. Maddy isn't sure that she wants to enter, but in the end she is the one who faces the fear that no one else will face.



## Reading strategy

### Being positive about reading

- Read with confidence
- Scan the text before reading
- Use prior knowledge to predict and make connections
- Listen to and watch others read
- Practise reading with others and independently

## Comprehension focus

- Predicting outcomes and identifying the main idea

## Fluency focus

- Recognising and reading important words with confidence

## Genre focus

- Transactional text (interview)

## Day 1: Before reading

- Introduce the book by reading and discussing the title. Students discuss what they think is happening in the cover illustration.
- Define the word *fear* and have students make predictions about what the children might be afraid of. Allow time for them to scan the book including the contents page to check their predictions and to share any other discoveries they make.
- Introduce the reading strategy by discussing the importance of being positive about reading and the benefits of being a good reader. List the skills that positive readers use:
  - read with confidence
  - scan the text before reading
  - use prior knowledge to predict and make connections
  - listen to and watch others read
  - practise reading with others and independently.
- Involve students in practising the strategy by having them apply the skills as they reread the title and blurb with a partner.
- Ask: Were you confident as you read? What made you confident?

## During reading

- Read the Chapter 1 heading and discuss the use of the word *competition*. Ask: What does the word suggest? Students use their own experience of competitions to make predictions.
- Read the opening of Chapter 1, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension. Remind them that reading with others

helps confidence in reading and being positive about reading. Stop at appropriate places to ensure understanding. Ask: Why don't they tell you what you have to do in the competition?

- Identify the voice of the story by asking: Who is telling the story? Allow students to justify their opinions and encourage them to use excerpts from the text to support their answers. Confirm the voice on page 4.
- Ask questions that will help students reflect on what happened and the relationships between characters, e.g. On page 9, why did Maddy say, "*I think I'll just be the support person.*"?
- Talk about Stace's role in the story so far. Then identify the significant events and the main idea of the chapter.
- Have students check their original predictions for the chapter and confirm or negate them.
- Read the Chapter 2 heading and have students make predictions about what Team Turbo might be challenged by.
- Repeat the process for Chapter 2. Ask: Why might it be important that Mrs Patterson is the organiser?

## After reading

- Distribute Worksheet A and discuss expectations. Model how students should make entries for Chapters 1 and 2.
- Remind them that they will need to reread the text to identify the significant events.
- Students write the main ideas for Chapters 1 and 2.

## Fluency focus

Read *Funday Talent Star* or *I'm Not Scared Rap* with students. Discuss how you use your voice when reading to an audience. Students recognise and read important words with confidence. Use Worksheet B to help develop fluency.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- alliteration
- reading and spelling challenging words
- variant grapheme for /ch/

### Activity 1 Alliteration

Introduce the term *alliteration* and explain that it is a strategy used by writers to make their writing more interesting. Alliteration occurs when we use two or more words with the same initial sound(s) in them, or the same beginning letters, e.g. *Fear Factor*. Ask students to find instances of alliteration in *Funday Talent Star* on pages 36–37. Write these on the board and identify the sounds that are repeated by underlining the letters that represent the sounds.

Have students apply understanding about alliteration to make an alliterative name card for a character in the story or for their own name, e.g. Marvellous Maddy, Hurricane Harry. They share these.

### Activity 2 Reading and spelling challenging words

Involve students in listing the bold words on Worksheet B in alphabetical order. Have them underline part(s) of the words that are challenging for them to remember when spelling. Allow time for them to practise reading, spelling and breaking words into chunks. Model a range of strategies for remembering how to spell challenging words, e.g. *competition*, *fork*, *piece*. Review any variant graphemes, then provide time for students to practise reading and writing the words.

### Activity 3 Variant grapheme for /ch/

Write the following words on the board: *chicken*, *challenge*, *witch*, *hatch*, *chunk*, *chair*, *chew*, *cheered*, *patch*. Read them together and identify the common element (the /ch/ sound). Underline the /ch/ sound in each word and discuss the letters that spell the sound. Group the words according to how the sound /ch/ is spelt. Brainstorm other words with /ch/, e.g. *children*, *china*, *latch*, *catch*. Have students record the words and read them.

## Day 2: Before reading

- Review how having a positive attitude helps us improve as readers and the importance of drawing on what we know about texts, words, letters, sounds, grammar and punctuation when we read. Discuss how this knowledge helps us make good predictions about the text.
- Involve students in orally summarising the story so far.
- Allow time for students to read the next two chapter headings and make predictions.

## During reading

- Read Chapter 3 with students, stopping at appropriate places to pose questions that will help students develop understanding.
- Read the opening of Chapter 4, then have students take over reading independently in silence. Go around all or some of the students and ask them to read a few sentences. This is an opportunity to check their reading. Identify significant events and the main idea of the chapter.

## After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A and review how the main ideas were reached for Chapters 1 and 2.
- Model the process and allow time for students to complete the task.

# 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 *I'm Not Scared Rap* to students, then choral read it together. Volunteers read the rap independently or with a partner.

## Activity 2 Perform the rap

Encourage students to move their bodies, clap their hands or click their fingers in time to the rap.

## Activity 3 Identify rhyme

Identify the rhyming words in each verse. Have students write another verse, writing rhyming words in the same pattern as the original.

## Activity 4 Make a readers' theatre script

Have students work in pairs and decide which lines they will each read independently and which lines they will read together. Have students perform for the class using their scripts.

## Activity 5 Create a new rap

Have students work together to write a new rap about the Fear Factor competition, using the same rhyming pattern and rhythm.

## Day 3: Before reading

- Review the reading strategy, saying that when they look at a page, students should be positive and think to themselves, "I can read this page".
- Review the text features to help predictions (title, chapter heading, sentences and important words).
- Have students make predictions about how the story might end and to share these with the group. Use prior knowledge about story endings to help with predictions.

## During reading

- Read the opening of Chapter 5, then have students take over, choral reading it together. Remind them that reading with others helps confidence in reading and being positive about reading. Stop at appropriate places to ensure understanding. Also stop at appropriate places to confirm or negate predictions.
- Model reading with expression a passage with dialogue, e.g. page 30. Students echo-read the passage. Students do the same with no model on page 31.

## After reading

- Allow students to complete main idea statements for Chapter 5 on Worksheet A.
- Students return to the group to discuss and compare these.

## Become a TV interviewer

### Goals

- To read and write an interview
- To identify and discuss the features of a written interview

Tell students that interviews are often conducted with interesting people. They are published so people can get to know the person and share their experiences. The interviewer researches the person and makes a list of closed and open-ended questions. They keep the audience in mind when preparing questions. A good interviewer allows the guest to do most of the talking.

- Ask: What do you know about oral and written interviews? What is the difference?
- Allow time for students to quietly read *Funday Talent Star* then discuss how the text is organised. Discuss the question-and-answer format.
- Students read the text with a partner, with one being responsible for reading the questions and the other reading the answers.
- Distribute Worksheet C and model how to use the format to record statements and questions.
- Discuss the difference between statements and questions and the purpose of each. Use the questions “Have you ever sung in front of a large crowd before?” and “What were you thinking about when you saw the large crowd?” to demonstrate the difference between a closed question and an open-ended question. Have students think of an open-ended and a closed question to share.
- Students complete the task on Worksheet C, conducting an interview with Maddy. They edit their interview and proofread it. They publish the interview to use as a script.
- Students work with a partner to rehearse a presentation of their interview. They practise their scripts and conduct their interview for the group.

# The Fear Factor

## Worksheet A Identifying the main idea

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Identify the main idea in each chapter.

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Chapter 5

Identify the main idea of the whole story. The author wants the reader to think about...



# The Fear Factor

## Worksheet B Developing fluency

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Shade a box every time you practise reading this text. (pages 13–17)

--	--	--	--	--	--	--	--	--	--

The Fear Factor competition started at 11 o'clock. Benjy got there first. He **raced** over when the rest of us arrived.

“You’ll never **believe** it!” he said.

“What?”

“Pumpkin’s team is the only other one in the **competition**.”

“Really?”

“And there’s something else you should know.”

“What?” we said.

“Pumpkin’s mum is the **organiser!**” Benjy said.

Stace looked at me. “If you want to chicken out, Maddy, do it now.”

“I don’t,” I said, trying to sound strong.

Mrs Patterson handed everyone a list. There were six challenges.

“Everyone in the team must take part in at least one **challenge**,”

Mrs Patterson said.

There were only four people in Pumpkin’s team – Pumpkin, Curly Topp, and Pumpkin’s twin brothers, Brayden and Jackson.

“I’ll go first,” said Harry.

Mrs Patterson **carried** out two plates of brown slushy food.

“Liver **stew**,” she said.

Mrs Patterson gave Pumpkin and Harry a **fork**.

“Get set, go!” she said.

Pumpkin took a **chunk** of liver. Harry did the same. Pumpkin munched his up. Harry chewed slowly. He looked like he was going to be sick. Pumpkin took another bite. Harry groaned. Pumpkin took another bite and another and another. Harry was still chewing the same **piece** of liver.

I raced over to give Harry a glass of water.

“Hurry, Harry, hurry!” I said.

Remember to vary the pace of your reading in response to the punctuation marks.

# The Fear Factor

## Worksheet C Reading and writing an interview

Name: \_\_\_\_\_ Date: \_\_\_\_\_

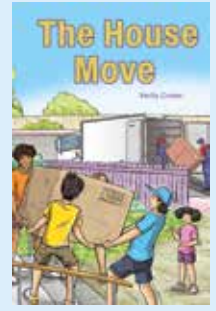
Make a list of statements and questions to use in an interview with Maddy.

Interviewer	Opening statement
Maddy	Response
Interviewer	Question about the competition
Maddy	Answer
Interviewer	Question about the competition
Maddy	Answer
Interviewer	Question about the competition
Maddy	Answer

Edit, proofread and publish your interview. Conduct your interview.

# The House Move

Benjy and his family are down-sizing from a house to an apartment. Team Turbo is there to help. Benjy and Doris are sad about the change. Despite the strangeness of moving to a new place, Benjy tells Doris that they'll get used to it.



## Reading strategy

### Being positive about reading

- Read with confidence
- Scan the text before reading
- Use prior knowledge to predict and make connections
- Listen to and watch others read
- Practise reading with others and independently

## Comprehension focus

- Identifying the main idea

## Fluency focus

- Recognising and reading important words with confidence

## Genre focus

- Recount (email)

## Day 1: Before reading

- Introduce *The House Move* by discussing the cover and reading the title.
- Discuss what a “house move” means and invite students to make predictions about the book.
- Encourage students to share what they know about moving house.
- Allow time for them to scan the book including the contents page to check their predictions and to share any other discoveries they make.

## During reading

- Introduce the reading strategy by discussing the importance of being positive about reading. Talk about:
  - Scanning the text before reading
  - Using prior knowledge to predict and make connections
  - Listening to and watching others read
  - Practising reading with others and independently
  - Reading with confidence
- Read the Chapter 1 heading. Ask: What does it suggest?
- Read the opening of Chapter 1, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension. Identify the significant events and the main idea of the chapter.
- Pose questions that will help students reflect on the relationships between the characters. Ask: Why did Benjy like having Carlo and Evie help him pack?

- Read the Chapter 2 heading together and invite students to make predictions about what will happen during the move.
- Repeat the process for Chapter 2. Then identify the significant events and the main idea.
- Check students' predictions about what they thought would happen.

## After reading

- Distribute Worksheet A and model how students should make entries for Chapters 1 and 2.
- Allow time for students to share and compare their work and congratulate those who stayed focused and remained on task.

## Fluency focus

Read *Benjy's Email* or *The Big Move Rap* to students. Discuss how the reader uses their voice when reading to an audience. Have students read along with *Benjy's Email*. They practise recognising and reading important words with confidence.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- variant graphemes for /or/
- prefix un-
- contractions
- words with multiple meanings (homonyms)

### Activity 1 Variant graphemes for /or/

Display the words *forming*, *before*, *walk*, *laundry*. Read the words and discuss the vowel sound they hear in each: /or/. Revise the variant graphemes for /or/, i.e. au, al, a, ore, oor, our, augh, oar, aw. Brainstorm words to record under each variant grapheme for /or/ (e.g. *August*, *talk*, *also*, *more*, *door*, *four*, *naughty*, *board*, *saw*).

### Activity 2 Prefix un-

Write the word *unpack* and discuss its meaning (take things out of a suitcase). Underline the prefix un- and identify it as the part of the word that shows the opposite of the word. Invite students to use a dictionary to find other words with the prefix un-, e.g. *unload*, *unwrap*. They record the list and create a rule about the prefix un-.

### Activity 3 Contractions

Discuss contractions (two words that have been joined together and shortened). Record the word *can't* on the board and read it with students. Explain that *can't* is short for *cannot*. Review the meaning of the word and invite the students to write the letters that are missing from *cannot* and replaced by an apostrophe (no). Repeat the process for other contractions. Record the missing letters and the meaning of the words, e.g. *you'll*, *we're*, *she'd*, *wasn't*, *don't*, *you'll*, *I've*.

## Activity 4 Words with multiple meanings (homonyms)

Write the word *china* and ask students to explain its meaning. Look at page 16 and read the word *china* in context. What does *china* mean here? (breakable cups and plates) Explain that *china* has more than one meaning. What other meanings can *China* have? (a country in Asia) Students look for more words with multiple meanings in the text and discuss, e.g. *box*, *cool*, *can*, *turn*, *back*. Brainstorm and make a list of words students know with multiple meanings. Write the meanings beside the words, e.g. *box* – carton, fight.

## Day 2: Before reading

- Review how having a positive attitude helps us improve as readers and the importance of drawing on what we know about texts, words, letters, sounds, grammar and punctuation when we read.
- Involve students in orally summarising the story so far.
- Allow time for students to read the next two chapter headings and discuss implied meanings.

## During reading

- Read the opening of Chapter 3, then have students take over reading independently in silence. Go around all or some of the students and ask them to read a few sentences. This is an opportunity to check their reading. Stop them at appropriate places to pose questions that will help them develop understanding. Ask: How does Benjy feel about leaving their house with Doris?
- Use the same process for Chapter 4, then ask: How did Benjy feel about going back for the toothbrushes?
- Discuss the significant events of and main idea for both chapters.

## After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A.
- Discuss the value of rereading excerpts in context. Model the process and allow time for students to complete the task.

## 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 *The Big Move 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. Identify words that rhyme and words that don't and the humour at the end of the rap. Students choose a verse and write a new verse using the same pattern. They perform their verse as part of a group performance.

## Activity 4 Identify rhythm

Identify the way that syllables work to establish a rhythm, e.g. when the last two lines are read as one. Brainstorm for other phrases with a similar rhythm that could be introduced. Have students practise varying the volume of their voices to add another dimension to the sound pattern.

## Day 3: Before reading

- Review the reading strategy by inviting students to recall the things they can do to show they have a positive attitude towards reading.
- Discuss the importance and value of observing others, reading along with them and then practising reading independently.
- Involve students in summarising the story so far and discussing how they think it will end.

## During reading

- Read Chapter 5 with students. Discuss the ending in light of students' predictions and allow time for them to confirm or negate their predictions.
- Identify the significant events in the chapter. Encourage diversity of opinion and allow time for students to voice their ideas and opinions.
- Have students identify any challenging words in the text, e.g. *reality, apartment, china, knick-knacks, white goods*.
- Involve students in applying a range of strategies to decode the words, e.g. segment long words into syllables. Students use their phonics knowledge to decode each syllable, then blend them together to decode the word. Reread the sentence to check the meaning.

## After reading

- Discuss expectations for Chapter 5 on Worksheet A and help students complete the task.

# All about emails

## Goals

- To read and write an email
- To identify and discuss the features of an email

Emails might share good news, bad news, ask a question, or express the writer's feelings or opinions about something. They are sent electronically and are received anywhere in the world almost immediately. Photos and scanned documents can be attached to the email.

- Ask: What do you know about email etiquette? Discuss how an email should include a subject line; a greeting, good grammar and spelling. It is important to check that the address you have entered is correct. It is polite to reply to an email promptly.
- Involve students in discussing their own emailing habits – who they send them to and what they are usually about.
- Allow time for students to read Benjy's email. Introduce Worksheet B. Reread Benjy's email together and model how to add some text to each paragraph. Encourage students to be descriptive and use new and interesting words in their writing when completing Worksheet B.
- Discuss the operation and screen displays of the email service the school uses for writing, sending, receiving, saving, deleting and printing emails.
- Reread Benjy's email and say: We could use this format to help us compose and send an email. Identify the features at the top of an email and highlight the purpose of the subject line.
- Model how to compose the email. Match students with an email partner and review school requirements for sending emails.
- Remind students to keep their emails brief; to sound out words when writing; to use spelling and grammar checks.

# The House Move

## Worksheet A Identifying the main idea

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write a sentence about the main idea for each chapter of the story.

Chapter 1 Packing Up	Chapter 2 The Big Move
Chapter 3 The Next Home	Chapter 4 One Last Time
Chapter 5 Facing Reality	
Draw a picture about the main idea of the story.	



# The House Move

## Worksheet B Reading and writing an email

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Add to Benjy's email.

Paragraph 1

Paragraph 2

Paragraph 3

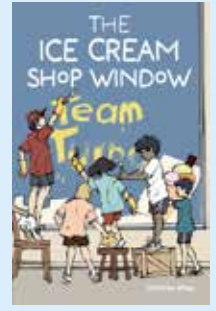
Paragraph 4

Paragraph 5

Compose and send an email.

# The Ice Cream Shop Window

Someone has painted the words “Team Turbo” across the window of Maddy’s mum’s ice cream shop. Team Turbo didn’t do it, so who did and why? Maddy and Harry try to solve the mystery and clear Team Turbo’s name.



## Reading strategy

### Using prior knowledge to make connections with and predictions about the text

- What will happen next?
- Has this ever happened to me?
- What do I know about this situation?
- What similar texts have I read/viewed?

## Comprehension focus

- Predicting outcomes and identifying the main idea

## Fluency focus

- Making our voice go up at a question mark

## Genre focus

- Persuasive text (letter to the editor)

## Day 1: Before reading

- Introduce the book by discussing the cover illustration, reading the title to students, then choral reading it together. Engage students in a discussion about ice cream.
- Allow time for students to discuss what they know about the Team Turbo children and what they think they will do in this story.
- Have them record a prediction about the beginning, middle and end of the story on sticky notes. They share their predictions with the group.
- Introduce the reading strategy by discussing the importance of using prior knowledge to make predictions about and connections with a text. Ask students to suggest some relevant questions they can ask themselves when they are reading, such as, What will happen next? Has this ever happened to me? What do I know about this situation? What similar texts have I read? Record the suggestions on chart paper.

## During reading

- Read the Chapter 1 heading and ask: How do you think the story will begin? Discuss responses then read the chapter.
- Reread the chapter with students, then ask: What has happened in the story so far? What do you think the main idea was?
- Refer students to their predictions about the beginning of the story and acknowledge those who used prior knowledge of the characters and other stories in the series to make relevant predictions.
- Read the Chapter 2 heading and ask: What do you think will happen next? Read the opening of Chapter 2, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension.
- Allow time for students to identify the main idea of Chapter 2.

## After reading

- Review the term “main idea” and jointly identify the main idea for Chapter 1. Ask students if they can identify the main idea for Chapter 2.
- Explain the layout of Worksheet A. Students complete the entries for Chapters 1 and 2 and share their “main idea” drawings and sentences.

## Fluency focus

Model reading *Letter to the Editor* or *Ice Cream Rap*. Discuss how the reader uses their voice when reading to an audience. Have students read along with *Letter to the Editor*. Students practise changing the expression and tone of their reading to suit the features of the text.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- variant graphemes for /ow/
- adjectives
- compound words
- variant grapheme for /r/

### Activity 1 Variant graphemes for /ow/

Students use different chapters of *The Ice Cream Shop Window* to find two words with the /ow/ sound and record them on paper, e.g. *now, how, down*. Discuss the variant grapheme that makes the same sound as /ow/ as in *cow* - ou as in *sound*. Compile a group list by brainstorming words with the /ow/ vowel sound, e.g. *crouched, now*. Record the words on the board and read the list together, listening to the /ow/ vowel sound. Identify the graphemes that represent the /ow/ sound in each word by underlining them.

### Activity 2 Adjectives

Review the term *adjectives* and discuss their purpose in a text. Use the phrases “*There was a metal bucket beside the bin - with yellow paint in it*” and “*You glow, you silly boy!*” to model how adjectives are used to paint pictures with words. Assign a chapter to each student, then allow time for them to list all the adjectives they can find. Model how to add adjectives to describe nouns by involving students in changing the text of Chapter 4 (page 26) – “I ran across the \_\_\_\_\_ lawn and crouched beside a \_\_\_\_\_ bin.” for example. Find adjectives to add to the words *shop* and *ice cream*.

### Activity 3 Compound words

Write the words *lunchtime*, *yourselves* and *anything* on the board. Have students talk about how these words were formed. Show how *lunch* and *time* are joined together to make *lunchtime* – a compound word. Have students show other examples of compound words from the text – foot + path = *footpath*. Brainstorm a list of other known compound words with the two single words alongside and engage students in writing a statement that defines compound words.

### Activity 4 Variant grapheme for /r/

Write the word *written*. Sound it out and discuss the use of the variant grapheme *wr* for the sound /r/. Add other words with this spelling of /r/ to a list, e.g. *wrap*, *wrong*, *write*. Have students copy the list and read it together.

## Day 2: Before reading

- Explain how using prior knowledge aids prediction and comprehension, then review the questions students can ask themselves. Ask: Why did the author write a story about Team Turbo being blamed for vandalising the window?
- Have students check their predictions about the beginning of the story.
- Allow time for students to check the next two chapter headings and then make adjustments to their predictions about the middle of the story.

## During reading

- Read the opening of Chapter 3 to students, then students choral read it together. Stop them at appropriate places to pose questions that will help them develop a deeper understanding of the story. Ask questions such as, do you think Harry will be right about Pumpkin?
- Read the opening of Chapter 4, then have students take over reading independently in silence. Go around all or some of the students and ask them to read a few sentences. This is an opportunity to check their reading. Ask what the word *crouched* means.

## After reading

- Review and model how to identify and record main ideas for Chapter 1. Have students complete the entries for Chapters 3 and 4 on Worksheet A.
- Encourage students to talk about the story by inviting opinions about the main character so far. Ask: Is Maddy the main character? Is Harry the main character? How do you know? Do you like Pumpkin in this book? Why or why not?

# 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 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 end of the first and second lines of the verses. Identify the words that rhyme and the words that don't in the verses. Brainstorm other sets of rhyming words that could be used. Have students choose a set of rhymes and write a verse using the same pattern as the original. Have students perform their verse as part of a group performance.

## Activity 4 Make a readers' theatre script

Students work in groups of three. Have the group decide which member will read what line individually and which lines/words they will read together. Have students perform their scripts for the class.

## Activity 5 Publish a rap

Have each student produce a rap on a device about ice cream. They can add graphics to their rap. Have students jointly publish their raps as one book along with other details about ice cream. Identify the cover features of books that are made up of collections of stories, e.g. a fairytale book. Students include all of these features in their publication of raps.

## Day 3: Before reading

- Review the reading strategy by inviting students to recall questions they can ask themselves to make predictions about and connections with the text.
- Involve students in retelling the story so far and allow time for them to check/confirm their predictions about the story.
- Ask: How will the story be resolved? Have students make adjustments to their predictions, if necessary.
- Discuss how tracking the story and identifying main ideas from the text aids prediction and comprehension.

## During reading

- Before reading Chapter 5 ask: Why was Pumpkin's head glowing? How will Team Turbo find out the whole story? What will happen to Pumpkin?
- Read the opening of Chapter 5 then have students take over, choral reading it together. Model reading with expression a passage with dialogue, e.g. page 29. Students echo-read the passage. Students do the same with no model on page 31.
- Ask: Did the story end as you expected it to?

## After reading

- Have students complete their entries for Chapter 5 on Worksheet A.

## Write a letter to the editor

### Goals

- To read and write a letter to the editor
- To identify and discuss features of a letter to the editor
- Ask: What do you know about letters to the editor? Allow time for students to read the *Letter to the Editor* on pages 36-37.
- Tell students a letter to the editor is often written to persuade others of the writer's point of view. Each paragraph of the letter supports the purpose for writing, providing examples or reasons for the author's opinions or suggestions. The letter writer tries to get readers to agree with them. The letter writer might ask readers to join them in some sort of activity.
- Tell students they are going to write a letter to the editor to persuade people to help prevent graffiti in the community. Remind students they need to be making notes to use when writing a letter. Model how to start using Worksheet B and allow time for them to complete it.
- Reread *Letter to the Editor* and discuss the persuasive tone of the writing, particularly in the opening paragraph. Say: You could use this format to help you write a letter to the editor.
- Model how to write an opening statement such as, "I am writing to you because..." Remind students to use the first paragraph to make their request clear and to use their notes.
- Next they identify ways to prevent graffiti, and what they would like readers to do. They write two reasons why they want this to happen. They say how it could be paid for and add a concluding statement.
- Review editing and proofreading strategies and create a checklist for students to use as they complete the tasks. They should check each sentence for capital letters and punctuation and make sure they have included commas after the greeting and the closing.
- Students write their letters and publish them.
- Students read their letters, noting the use of clear and persuasive language, the way their request was stated, the reasons given and the benefits that have been included.

# The Ice Cream Shop Window

## Worksheet A Identifying the main idea

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Draw a picture, and write a sentence, about the main idea of each chapter of the book.

<b>Chapter 1 Call on the Mobile</b>	<b>Chapter 2 Words on the Window</b>
<b>Chapter 3 Evidence</b>	<b>Chapter 4 More Clues</b>
<b>Chapter 5 Glowing in the Dark</b>	

# The Ice Cream Shop Window

Worksheet B Reading and writing a letter to the editor

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Gather your thoughts. Make notes under the headings.

Ways to prevent graffiti in the community

Request what you want to happen

Reasons for your request

Who might pay for this?

Write two benefits or good things that will happen

Draft a letter to the editor.



# The Longest Eel in the World

Benjy has seen a gigantic eel. He wants Team Turbo to help him catch it. Carlo would rather be surfing! But Harry discovers a way to catch eels without using a hook, so they all go down to the river to help. Will Team Turbo catch the eel or will it slip away?



## Reading strategy

### Listening to yourself as you read

- To track and enjoy the story
- To predict the words that are coming up
- To self-correct if the text doesn't make sense
- To self-correct if the text doesn't sound right

## Comprehension focus

- Interpreting figurative language

## Fluency focus

- Varying the pace of reading in response to a range of punctuation marks

## Genre focus

- Report

## Day 1: Before reading

- Introduce the book by discussing the cover and reading the title together.
- Encourage students to share what they know about eels and related experiences. Record their comments on a chart headed "What we know about eels".
- Read and discuss the blurb, then engage students in predicting the story. Have students write their predictions on sticky notes. Allow time for them to share and compare their predictions with a partner and the group.
- Introduce the reading strategy by discussing the importance of listening to yourself when you read and model how listening helps us to:
  - track and enjoy the story;
  - predict words that are coming up;
  - 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.

## During reading

- Read the Chapter 1 heading and discuss its relevance to the story. Predict what kind of net is referred to. Is it a fishing net or the internet?
- Read the text with students. Add to the chart any new information learned about eels. Confirm or negate predictions.
- Identify the voice of the story. Ask: Who is telling this story? Allow students to justify their opinions and encourage them to use excerpts from the text to support their answers. Confirm on page 4.
- Pose questions that will help students reflect on what happened and the relationships between the characters. Ask: Why did Stace say "The eel's name gets longer every time you see it."? Why is she teasing Benjy?

- Have students check their original predictions about the story and record a different prediction or refine their original thoughts.
- Discuss what it means to make inferences and to read between the lines.
- Read the opening of Chapter 2, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension.
- Discuss features of the text where the reader must infer the meaning, e.g. “*Two seconds later it was worse – much worse*”.
- Review the term *figurative language* and discuss examples from the text, e.g. *Secure the rope, Number Two*.

## After reading

- Read Worksheet A and model how students should make entries for Chapters 1 and 2.
- Allow time for students to complete the task. Emphasise that when we read figurative language, we read between the lines rather than take the language literally.
- Allow time for students to share and compare their work.

## Fluency focus

Read *Longfin Eels* or *Big Eel’s Rap* to students. Discuss how they should use their voices when reading to an audience. Have students read along with *Longfin Eels*. They practise changing the expression and tone of their reading to suit the features of the text and the pace of their reading in response to the punctuation marks.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- hyphenated words
- variant graphemes for /ee/
- alliteration
- onomatopoeia
- synonyms

### Activity 1 Hyphenated words

Record the word *high-five* on the board. Find the word on page 17 and reread it together in context. Discuss the meaning, then introduce or review the term “hyphenated words”. Model how two words have been joined with a hyphen to make one. Brainstorm a list of other hyphenated words, e.g. *over-the-counter*, *part-time*, *up-to-date*. Students record and read the list. They discuss the meaning of each word.

### Activity 2 Variant graphemes for /ee/

Record and read together the words *eel* and *eats*. Identify the sound that is common to both

words. Underline the letters that represent the /ee/ vowel sound in both words. Have students work with a partner to find other words with the /ee/ vowel sound in a chapter of the text, e.g. *teeth, money, we, Maddy, Evie, these, Team*. They classify the words into groups according to the spelling of the /ee/ sound in the words. Have students copy the lists of words for each spelling pattern and underline the /ee/ sound in each, e.g. *e, ea, ee, e\_e, y, ey, ie*.

### Activity 3 Alliteration

Use the name *Team Turbo* to model and explain alliteration, which is the use of the same letter(s) to begin two words. Have students scan the contents page for examples of alliteration. (*Pumpkin's Patch, Slippery Situation*) Involve students in the creation of phrases that have alliteration, e.g. *soggy sandwich, crazy crackers*. Students record their own definition of alliteration and add examples.

### Activity 4 Onomatopoeia

Review the meaning of *onomatopoeia* using a word from the text, e.g. *Squishy, squashy*. Discuss the purpose in the text, then invite students to recall other examples of sound words in the text, *mushy, squash, slithered*. Discuss how these words improve the story for the reader. Compile a class list of onomatopoeic words, including words recalled from past reading. Practise reading the list together.

### Activity 5 Synonyms

Discuss the meaning of *synonym*. Look for synonyms on page 6, e.g. *gigantic, biggest*. Look for more synonyms in the text. Think of synonyms for *love, smiled, gazed*. Record and read a list.

## Day 2: Before reading

- Review the reading strategy by covering important words in the statements on the "What we know about eels" chart. Ask students to predict the missing words as they read the statements aloud.
- Record students' predictions and tell them they were able to make good predictions because they were listening to themselves and drawing on their prior knowledge of eels as they read.
- Allow time for students to share their predictions, then read the Chapter 3 heading together. Predict what the chapter might be about.

## During reading

- Read Chapter 3 with students. Stop at appropriate places to discuss the competition between Carlo and Pumpkin. Interpret the figurative language, e.g. "*I think it's time Team Turbo pulled its tights up.*"
- Read the opening of Chapter 4, then have students take over reading independently in silence. Go around all or some of the students and ask them to read a few sentences. This is an opportunity to check their reading. At the end of the chapter invite students to add information to the "What we know about eels" chart.

## After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A.
- Discuss the value of rereading excerpts in context. Model the process and allow time for students to complete the task.

## 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 the rap with students. Invite volunteers to 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 end of the second line and the last line of each verse. Identify words that rhyme and words that don't in each verse. Students note the different spellings for rhyming words, e.g. *hood/should*, *whale/tail*. They brainstorm other sets of rhyming words that could be used. Have students choose a set of rhymes and write a verse using the same pattern as the original. They perform their verse as part of a group performance.

### Activity 4 Identify rhythm

Identify the way that syllables work to establish a rhythm, e.g. when the last two lines are read as one. Brainstorm for other phrases with a similar rhythm that could be introduced. Have students practise varying the volume of their voices to add another dimension to the sound pattern.

### Activity 5 Publish a rap

Have each student produce their own rap about one aspect of eeling or fishing. They use a computer and add graphics to their rap. Students jointly publish their raps as one book along with other details about eeling or fishing. Identify the cover features of books that are made up of collections of stories. Students include these features in their publication of raps.

## Day 3: Before reading

- Review the reading strategy by discussing how listening when reading helps readers stop and self-correct when the text doesn't sound right or make sense.

- Model how to use excerpts from the text when talking about features of the story.
- Involve students in checking their predictions with a partner and then making final additions or changes to their predictions after reading the last chapter title. Ask: Why is the title for Chapter 5 “A Tights Situation” and not “A Tight Situation”?

## During reading

- Read the opening of Chapter 5, then have students take over, choral reading it together to practice fluency. Ask them to note where they varied the reading to suit the situation.
- Identify and interpret figurative language. Ask: Why did Benjy come up with a new name for the eel? Do you think it was a better name?
- Discuss the ending and allow time for students to confirm or negate their predictions.

## After reading

- Discuss expectations for Chapter 5 on Worksheet A and help students get started.

## Publish a report

### Goals

- To read and write a report
- To identify and discuss the features of a report

Reports tell us all about a topic. The heading tells what the report will be about. Reports include “who, what, where, when, how, why” information. The information can be presented in a graphic form. Reports begin with an interesting opening sentence and they end with a closing statement. Sometimes reports have subheadings to break up the text.

- Ask: What do you know about reports? Discuss responses.
- Students read *Longfin Eels*. Ask: What did you already know about eels? What did you learn?
- Discuss the need to sequence paragraphs of a report in a logical manner. Count the paragraphs and discuss the purpose of the introduction and conclusion.
- Allow time for students to reread the report, copy Worksheet B and cut it into meaningful sections, sequence the sections and then paste them on paper.
- Discuss the purpose and features of headings and subheadings, including the use of capital letters. Brainstorm a list of headings and possible subheadings for each section of *Longfin Eels*. Read the list together.
- Allow time for students to add their heading and subheadings to their report.
- Remind them to include acknowledgments by adding Benjy’s name as the author of the report and their name as the designer and publisher. Allow time for students to complete the task.
- Listen to students read their reports, noting how they use intonation to convey the author’s message.

# The Longest Eel in the World

## Worksheet A Identifying figurative language

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read between the lines to understand what the following quotes mean.

<p><b>Chapter 2 Longer than a Conger Eel</b> What did Maddy really mean when she said, "It could be worse you know."</p>	<p><b>Chapter 2 Longer than a Conger Eel</b> What did Stace really mean when she said, "A lot longer than it was yesterday, if Benjy is telling the story."</p>
<p><b>Chapter 3 Pumpkin's Patch!</b> What did Pumpkin really mean when he said, "Well, look at this, Curly!"</p>	<p><b>Chapter 4 A Slippery Situation</b> What did Benjy really mean when he yelled, "Heave ho!"</p>
<p><b>Chapter 5 A Tights Situation</b> What did Maddy really mean when she said, "Problems solved".</p>	

# The Longest Eel in the World

Worksheet B A report

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Longfin Eels

A report by Benjy Hasluck

Longfin eels are born in the sea and drift on currents to reach the land. They live in rivers, streams, lakes, dams and swamps.

These eels eat little fish and shellfish.

Some longfin eels live in freshwater for as long as 90 years before breeding. They travel a long way back to their breeding grounds, and then they die.

When they are in freshwater, longfin eels don't usually move very far in any direction.

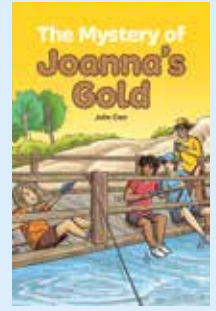
Eels that are found close to the sea are normally males and most of the ones that live further up rivers and in lakes and dams are females.

The skin of freshwater eels is full of oil which keeps the eel moist. They can take in air through their skin as well as their gills. This means they can survive for 48 hours out of water. Eels can even travel across land for short distances.



# The Mystery of Joanna's Gold

Stace goes magnet fishing and catches a boat's name plate. Team Turbo takes it to the town librarian, Mrs Winston, to find out more. Then they uncover a mystery that includes a shipwreck, stolen gold and the founding of the Naneek Museum and Public Library.



## Reading strategy

### Being positive about reading

- Read with confidence
- Scan the text before reading
- Use prior knowledge to predict and make connections
- Listen to and watch others read
- Practise reading with others and independently

## Comprehension focus

- Making inferences

## Fluency focus

- Varying the pace of reading to build suspense

## Genre focus

- Information narrative (speech)

## Day 1: Before reading

- Introduce the book. Allow students to make predictions about the content by looking at the title, cover illustration and blurb, then choral read it together. Engage them in sharing their knowledge and experience of fishing, magnets and a mystery. Ask: Why is Stace pulling really hard on her fishing line on the cover? What is in the picture on the title page? What is hanging out of the lid?
- Allow time for students to scan the book, including the contents page, to quickly see who they think the main character will be and to note features of the storyline.
- Invite students to use their prior knowledge of the characters, fishing and mysteries to make their predictions and share them with the group.
- Introduce the reading strategy by discussing the importance of being positive about reading:
  - list the skills that positive readers use
  - read with confidence
  - scan the text before reading
  - use prior knowledge to predict and make connections
  - listen to and watch others read
  - practise reading with others independently.
- Explain that we do this to aid fluency and comprehension. Say: Sometimes authors weave messages into stories to make us think about ourselves. Name some well-known stories 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

- Read the title for Chapter 1 and ask: What do you think this chapter will be about?
- Discuss the importance of identifying who is telling a story (voice), then invite students to identify the narrator of *The Mystery of Joanna's Gold* (check if they are correct on page 4).
- Read the chapter with students, then ask: Do you think Stace will feel like this throughout the story? Why or why not?
- Jointly describe Stace's attitude, e.g. "*Maybe the fish are learning what's good for them*", "*I'm not trying to catch things that belong in the water*". (pages 6 and 8)
- Encourage students to make inferences. Ask: If this story is about a fishing venture that doesn't go as planned, 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.
- Discuss the way Team Turbo speaks and highlight features of fishing language by rereading excerpts together, e.g. "*There's not much biting so far*", "*No rod?*" or "*That looks more like rope than fishing line.*" (pages 6–7)
- Students scan the Chapter 2 heading and illustrations and predict how Benjy will feel about Stace going magnet fishing. Encourage them to justify their opinions.
- Read the opening of Chapter 2, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension.

## After reading

- Read Worksheet A and model how students can use excerpts from the text to read between the lines to show what the other characters are thinking.
- Have students add thought bubbles for Chapters 1 and 2.

## Fluency focus

Read *A School Visit* or *Magnet Fishing Rap* with students. Discuss how the reader should use their voice when reading to an audience. Students read *A School Visit*. They practise varying the pace of reading to build suspense.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- variant graphemes for /ar/
- antonyms
- figurative language
- variant graphemes for /or/

### Activity 1 Variant graphemes for /ar/

Invite students to find words with the /ar/ vowel sound in the text then list them on a chart, e.g. *marshmallow, far, started*. Have students name the letters that represent the /ar/ sound in these words and underline them on the list. Brainstorm more words with the /ar/ vowel sound to add to the list, e.g. *calf, harm, half, bath*. Notice that in some of these words the /ar/ sound is represented by different letters (a, al). Organise the words into lists according to how the /ar/ sound is spelt. Read the list together.

### Activity 2 Antonyms

Discuss the meaning of *antonym*. Brainstorm a list of antonyms, e.g. *left/right, big/little*. Have students look in Chapter 1 or Chapter 2 of the text to find five words. They write the words and their antonyms, e.g. *liked/hated, small/large, laughed/cried, opened/closed*.

### Activity 3 Figurative language

Discuss the meaning of figurative language – when an author describes an object by comparing it to something, the word helps to create an image or picture in the reader’s mind. Have students look for examples in the text and discuss their meaning. For example, on page 5, *Stace liked fishing as much as fish do*; on page 7, *That looks more like rope than fishing line. The fish will see it easily.*; on page 22, *Everyone knew that if Harry opened a book, this meant one thing*. Brainstorm other examples of figurative language and record, read and discuss the pictures they create in the reader’s mind.

### Activity 4 Variant graphemes for /or/

Record the following words on the board: *for, important, more, four, skateboard, door, caught*. Read the words together. Ask: What sound can you hear in each word? What letters represent the sound in each word? Underline the letters that spell /or/ (e.g. *or, ore, our, oar, oor, augh*). Students add other words with the /or/ vowel sound to the list, e.g. *paw, chalk, almost, August*. They record the words which may have further ways to spell /or/ (e.g. *aw, al, a, au*) and learn to read and spell them.

## Day 2: Before reading

- Review how having a positive attitude helps us improve as readers and the importance of drawing on what we know about texts, sentences, words, letters, sounds, grammar and punctuation when we read.
- Involve students in orally summarising the story so far.
- Allow time for students to read the next two chapter headings and discuss the implied meanings. Involve them in orally retelling the story so far through Stace’s eyes.

## During reading

- Read Chapter 3 with students, stopping at appropriate places to pose questions that will help students develop understanding. Ask: What made Benjy become interested in the cargo of the Joanna? What did Stace find exciting about Mrs Winston’s information and what did she see as a challenge that she wanted to take on?

- Repeat the process for Chapter 4 after orally predicting who will find out about the name Jolly. Ask: What do you think Mrs Winston will do about new information?
- Continue to read, stopping where appropriate to prompt students to infer meaning from the text.

## After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A. Students complete thought bubbles for Chapters 3 and 4. 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 the 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. Note any deviations and discuss. Identify the words that rhyme and the words that don't. Have students choose a set of rhymes and write a verse using the same pattern as the original. They perform their verse as part of a group performance.

### Activity 4 Identify rhythm

Identify the way syllables work to establish a rhythm. Students identify the rhythm that is established when the last two lines are read as one. They brainstorm other phrases with a similar rhythm that could be introduced. They practise varying the volume of their voices to add another dimension to the sound pattern.

### Activity 5 Publish a rap

Have each student produce their own rap about one aspect of fishing. They use a device and add graphics and jointly publish their raps as one book along with other details about fishing.

## Day 3: Before reading

- Review the reading strategy by inviting students to recall the things they can do to show that they have a positive attitude towards reading.
- Discuss how making inferences aids comprehension of the story.

## During reading

- Read the opening of the chapter then have students take over, choral reading it together for fluency practice. Model reading with expression a passage with dialogue, e.g. page 33. Students echo-read the passage. Students do the same with no model on page 34. Discuss how Team Turbo responded when Mrs Winston asked for volunteers. Ask: What was Benjy thinking? What were the “maybes”?
- Encourage students to share any inferred messages in the chapters.

## After reading

- Discuss expectations for Chapter 5 on Worksheet A, then have students complete the task.

## Read and write an information narrative

### Goals

- To read and write a speech
- To identify and talk about the features of a speech

An information narrative describes an experience. It is always in the first person. A speech can be a recount, a report or an explanation, but it is spoken. The title tells us what it will be about. It includes interesting details and time-order words to describe the event as well as mentioning particular people or places. Sad, funny or amazing details help the reader to imagine what it would have been like to be there. They are written in paragraphs.

- Ask: What do you know about information narratives? Discuss responses. Students read *A School Visit*. Discuss who is speaking and how the speech was written. Ask: What did you already know about the library? What did you learn from the speech?
- Complete the analysis on Worksheet B together.
- Ask: What is the information narrative telling us about? What is the purpose of the heading? What makes it an information narrative? What details and parts give interesting details about particular people? What information is conveyed?
- Students think of an experience that is important to them – a mystery that was exciting. Notice how many paragraphs the speech has, and what each is about.
- Model how to summarise each paragraph. Students write summaries. Invite them to share their work on Worksheet B with others.
- Review the speech from a Team Turbo member’s point of view and turn it into a report. The first line could be: When we visited the Naneek school library, Mrs Winston welcomed us and gave us a talk about the history of Naneek Library. First...

# The Mystery of Joanna's Gold

## Worksheet A Making inferences

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

Chapter 1, page 6: What was Stace thinking when she said, "Thanks Carlo, that's good news."?

Chapter 2, page 12: What did Stace mean when she shouted, "I've got something big!"?

Chapter 3, page 18: What was Benjy thinking when he said, "The gold's probably lying at the bottom of the sea."?

Chapter 4, page 23: What did Harry mean when he shouted, "I've got something big."?

Chapter 5, page 30: What does Stace mean when she states, "Mrs Winston had needed to sleep on all the maybes."?

# The Mystery of Joanna's Gold

## Worksheet B Writing an information narrative

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Analyse "A School Visit" information narrative. When did the experience happen?

Find three different sentence beginnings.

Find four verbs (action words).

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

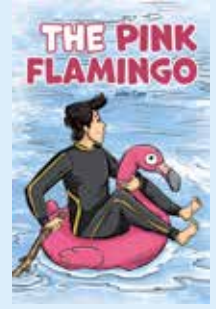
Read the concluding sentence and write a different one below.

What were the three main things that the speech told us?

Write your information narrative on paper or a device.

# The Pink Flamingo

Team Turbo is at the beach when the friends notice a bird on a mudbank. Harry flies his drone over to see what the problem is. The bird is an eastern curlew and it is covered in a plastic bag. Evie's inflatable pink flamingo comes to its rescue.



## Reading strategy

### Rereading

- Prompt to reread if the text sounds wrong
- Think about the meaning of the whole sentence
- Come back to the challenging part and work it out by using decoding knowledge
- Ensure text now makes sense and sounds right

## Comprehension focus

- Making inferences

## Fluency focus

- Using expression and character voices when reading dialogue

## Genre focus

- Report/fact file

## Day 1: Before reading

- Introduce the book and ask students to 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 well-known stories 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.
- Introduce the strategy of rereading, to:
  - Think about the meaning of the whole sentence
  - Come back to the challenging part and work it out by using decoding knowledge
  - Ensure text now makes sense and sounds right.

## During reading

- Read the opening of Chapter 1, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension.
- Ask: Did you reread parts of the text? Why did you do this? Discuss responses and list the reasons for rereading. Explain that rereading is a strategy they could use if they are finding text challenging to read or understand.
- Allow time for students to read Chapter 2 to practise the rereading strategy.

## After reading

- Model how students can read between the lines to show what characters are really thinking. For example, on pages 8–9 when Maddy tries to reduce the expectations of the others.
- Read Worksheet A and model how students can use excerpts from the text to read between the lines to show what the other characters are thinking.
- Have students add thought bubbles for Chapters 1 and 2.

## Fluency focus

Read *The Eastern Curlew* or *Emergency Flamingo Rap* with students. Discuss how to use their voice when reading to an audience. Students read along with *The Eastern Curlew*. Students read page 6 of the story and practise using expression and character voices when reading dialogue.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- pronouns
- writing a glossary
- suffix -able
- variant graphemes for /y-oo/

### Activity 1 Pronouns

Discuss the meaning of a pronoun - a word used instead of a noun or noun phrase. Reread page 5. Ask: Who do the words "I" and "He" stand for? (I = Maddy, He = Harry). Find and discuss other pronouns in the text, e.g. *them* page 9; *she* page 9.

### Activity 2 Writing a glossary

Direct students' attention to the glossary on page 40 and discuss its purpose and features. Have them select four words from the book about rescuing the bird and record them on a chart in alphabetical order, e.g. *endangered*, *flamingo*, *inflatable*, *rescue*. Guide students in the use of a print or digital dictionary to find definitions. Have them add the definitions to their glossary.

### Activity 3 Suffix -able

Find a word in the rap with the suffix -able. Find the base word. Discuss the meaning of the word with -able on it, e.g. *floatable* means able to float. Repeat the process for other words with suffix -able in the rap. Brainstorm other words with suffix -able and repeat the process.



## Activity 4 Variant graphemes for /y-oo/

Display the words *rescue*, *perfume*, *unicorn*. Read the words together and listen to the /y-oo/ sound. List the variant graphemes for the sound: ue, u\_e, u. Brainstorm more words with /y-oo/, e.g. *uniform*, *argue*, *cute*. Practise reading and spelling these words.

## Day 2: Before reading

- Reread the sticky notes with 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 rereading approach and work through Chapters 3–4. It's helpful to demonstrate how to create a mental model of the text as students read, by explaining what you think at a given point, and flagging when a new piece of information comes up that changes what you think.
- Stop on page 18 at *bamboo*. Ask: Why was Harry enthusiastic about his idea? What kind of raft did he have in mind?
- Continue to read, stopping where appropriate for students to infer meaning from the text.

## After reading

- Have students complete thought bubbles for Chapters 3–4 on Worksheet A and share. 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 the 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

Identify the rhyming words in each verse. Encourage them to identify whether the rhyming words are spelt with the same or different letter patterns. Brainstorm a list of words that could have been used in the rap. Group the words according to letter patterns.

### Activity 4 Make a readers' theatre script

Have students work in groups of three. They decide who will read which lines individually and which lines/words will be read together. Students practise varying the volume of their voices to add another dimension to the sound pattern. They perform the scripts for the class.

### Activity 5 Publish a rap

Have students produce a new rap verse about one aspect of the rescue. They use a device and add graphics to their rap. They jointly publish their raps as one book along with other details about rescuing endangered birds. Identify cover features of books that are made up of collections of stories. Students include these features in their publication.

## Day 3: Before reading

- Review the reading strategy by inviting students to discuss how making predictions about a text helps them.
- Allow students to retell the story so far and check their written predictions with a partner.
- Students can make additions or changes to their predictions after reading the Chapter 5 heading.

## During reading

- Read the opening of Chapter 5, then have students take over, choral reading it together. Ask them to note where they varied the reading to suit the action.
- Discuss the ending and allow time for students to confirm or negate their predictions.
- Students talk about any unfamiliar words in the chapter, e.g. *released*, *gracefully*, *deflated*, *perfume*. Involve them in decoding the words, then discuss their meaning. Model how to break the words into chunks or syllables and how students can use their phonics knowledge to decode them. Reread the sentence with the word to confirm understanding.

## After reading

- Allow students to discuss their inferred messages and complete Worksheet A.

# Read and write a report

## Goals

- To read and write a report
- To identify and discuss the features of a report

Reports tell us all about a topic. They give us information by listing facts. (who, what, where, when, how, why) Sometimes time words (then, later, in 2025) are used to link the paragraphs together. Information can also be presented in a graphic form.

- Ask: What do you know about reports? Discuss responses.
- Read *The Eastern Curlew* together. Ask: What did you already know about curlews? What did you learn?
- Discuss how to organise a report by sequencing the information in a logical manner. Count the paragraphs and discuss the purpose of the introduction and the final fact.
- Discuss the purpose and features of headings and subheadings. Brainstorm a list of possible subheadings for each section in *The Eastern Curlew*.
- Inform students that they will use the text from the book. Supply students with a photocopy of Worksheet B. Allow time for them to reread the report.
- Ask them to cut it into meaningful sections, sequence the sections and then paste them on a large sheet of paper.
- Read each paragraph and identify the features of the topic that are being written about in each paragraph. Insert subheadings where appropriate.
- Tell students that they can add graphic elements to their report. Model how to compose and add a caption to a graphic element.
- Allow time for students to write a fact file about the eastern curlew. They prepare by completing the entries on Worksheet C. When they have finished, ask: What are the three main things that the fact file tells us.

# The Pink Flamingo

## Worksheet A Making inferences

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Draw a thought bubble with text for each chapter.

### Chapter 1, page 6

What was Benjy thinking when he joked, "Now I know you've really lost it, mate."?

### Chapter 2, page 11

What was Maddy thinking when she said, "I wasn't surprised or disappointed."?

### Chapter 3, page 20

What was Evie thinking when she said, "I keep it in my bag in case I need it."?

### Chapter 4, page 26

What was Carlo thinking when he climbed onto the inflated flamingo?

### Chapter 5, page 32

What was Harry thinking when he said, "I let the team down."?

## The Eastern Curlew

The eastern curlew migrates every year. It travels south from its breeding grounds in the far north of Russia, for the summer. The eastern curlew is now on a list of endangered birds as its habitat is being destroyed.

The eastern curlew is a large bird that feeds in wetlands on the coast. Its long bill reaches into the mud to find crabs and shellfish. These wetlands are changing as more people are constructing houses there.

# The Pink Flamingo

## Worksheet C Making a fact file

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Analyse *The Eastern Curlew* report. Make a fact file about the bird.  
What were the three things the report told us.

---

---

Write the country mentioned.

---

---

Find two different sentence beginnings.

---

---

Find four verbs (action words).

---

---

Write a sentence with the word *endangered* in it.

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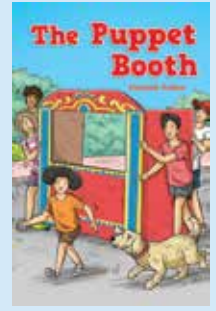
Read the concluding sentence and write a different one.

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# The Puppet Booth

Team Turbo wants to win the prize for the most innovative invention made by recycling junk. The children decide to make a puppet booth. Then they create puppets, write a story and perform a play. Will this win them the prize?



## Reading strategy

### Using prior knowledge to make predictions about and connections with the text

- What will happen next?
- Has this ever happened to me?
- What do I know about this situation?
- What similar texts have I read/viewed?

## Comprehension focus

- Identifying the sequence of events

## Fluency focus

- Varying the pace of reading in response to a range of punctuation marks

## Genre focus

- Persuasive text (poster)

## Day 1: Before reading

- Introduce the reading strategy by discussing the way we think about a text by making predictions about and connections with the content. Explain that making connections with a text helps readers to have a better understanding of what they read.
- Introduce the text and have students make predictions about the content. Record predictions on a chart headed “The Puppet Booth Predictions” and discuss how the title, cover illustration and blurb help readers to make predictions about a text.
- Have students make connections with the book by sharing their experiences of making things and identify other books they have read about making puppets from recycled materials.
- Introduce the questions that readers ask themselves.
  - What will happen next?
  - Has this ever happened to me?
  - What do I know about this situation?
  - What similar texts have I read/viewed?

## During reading

- Read the Chapter 1 heading and ask students to make predictions on sticky notes about what the content of the chapter will be.
- Read the opening of Chapter 1, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension.
- Allow students to discuss their predictions.
- Have students discuss any connections they might have with the text, e.g. entering a competition.

- Help them identify the main events in the chapter. Talk about the sequence of events.
- Repeat this process with Chapter 2.

## After reading

- Model how to use Worksheet A to record one event that happened in each chapter. Allow students time to complete Worksheet A for Chapters 1 and 2 independently. They can share and compare Worksheet A with the group.

## Fluency focus

Read *Class 10's Wall Poster* or *Sock Puppet Rap* with students. Discuss how to use your voice when reading to an audience. Have students read the rap. They practise varying the pace of reading in response to the punctuation marks, rhythm and rhyming words.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- using a dictionary
- learning to spell words
- making plurals
- variant graphemes for /igh/

### Activity 1 Using a dictionary

Review the features and format of a dictionary. Have students use a print or digital dictionary to identify the features as you discuss them. Conduct a guided experience that has students finding specific words, e.g. booth, competition, usually, entertain, entire. Model how the base word *invent* can be used to find associated words such as *invention* (also *innovate/innovative*).

### Activity 2 Learning to spell words

Involve students in writing out the bold words on Worksheet B. Read the list together. Have students underline the part of any word that is hard for them to remember when spelling the word. They can use Worksheet B to practise fluency.

### Activity 3 Making plurals

Define the meaning of the terms singular and plural. Identify and list examples of plurals in the text, e.g. *instructions*. Identify any words that students suggest that are verbs ending in *s* rather than plurals. Read the plurals together, then make the singular form of each word by crossing off the *s*. Write the words *search*, *wish*, *box* and ask students to spell the plural forms of these words. Write them out and discuss the *es* pattern that has been used to make them plural. Brainstorm other words that end with *sh*, *ch*, *ss*, *x*. Make a rule about adding *s* or *es* to make plurals. Look at the words *shelf* and *yourself*. What are their plurals? (*shelves*, *yourselves*) Make a rule for the plural of words ending in *f*, e.g. *leaf/leaves* (page 15).



## Activity 4 Variant graphemes for /igh/

Work with the group to find words with the /igh/ vowel sound in the text, e.g. *beside, online, idea, I, find, time, my*. List the words and read them together. Have individuals group words according to how the /igh/ sound is spelt, e.g. i\_e, i, y, igh. Then have students use dictionaries to add more words to each list. Create and record a list of words with /igh/ vowel sound using the variant graphemes: i, i\_e, and y.

## Day 2: Before reading

- Review the strategies introduced during Day 1 and discuss how the questions help the reader.
- Recall the main events for Chapters 1 and 2 and their sequence.
- Discuss the importance of identifying who is telling a story (voice) and have students identify the narrator (confirm this by looking at page 4).

## During reading

- Read Chapter 3 with students. Stop at appropriate places and ask students to predict what will happen next, e.g. Harry was right. (page 21)
- Discuss the main events of Chapter 3 and sequence them.
- Repeat the process for Chapter 4.

## After reading

- Review and model how to identify and sequence the main events for Chapter 1.
- Allow students to complete and share their main event statements for Chapters 3 and 4 on Worksheet A

## 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 *Sock Puppet 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

Identify the rhyming words in each verse. Have students shade each group of rhyming words a different colour. Encourage them to identify differences in the way the rhyming words are spelt, e.g. *socks/box, show/go*.

### Activity 4 Make a readers' theatre script

Identify the way that syllables work to establish a rhythm e.g. *jock, Stace, puppet, because*. Students brainstorm a list of other words with the same number of syllables, *plastic/cardboard*. Substitute some of the words in the rap, e.g. "... with all the other puppet socks, in a big plastic box". They read the verses with the substitutions.

### Activity 5 Publish a rap

Have each student produce their own rap about one aspect of recycling or caring for Earth. They use a device and add graphics to their rap. Have students jointly publish their raps as one book along with other details about competitions or puppets. Identify the cover features of books that are made up of collections, e.g. a poetry book. Students include all of these features in their publication of raps.

## Day 3: Before reading

- Review the strategies introduced on Day 1, reminding students of the reasons for rereading.
- Ask students to jointly recall the main ideas for Chapters 1–4 using the work they have completed on Worksheet A.

## During reading

- Read the opening of Chapter 5 to students, asking them to note any words that are challenging to decode. They reread and use the phonic knowledge they have to decode those words.
- Read the opening of the chapter then have students take over, choral reading it together. Model reading with expression a passage with dialogue, e.g. pages 28-29. Students echo-read the passage. Students do the same with no model on pages 30-31.

## After reading

- Allow students to complete and share their main events for Chapter 5 on Worksheet A. Work with students to orally identify the main event in the whole text.
- Record suggestions and read them together.

## Design and write a poster

### Goals

- To read and understand an advertisement
- To identify and talk about the features of an advertisement
- To compose and record an advertisement

Posters are advertisements written to persuade us to do things or buy things. They can have questions, commands or give facts about time and place. They are usually highly visual with images and large writing. Some words are often meant to make you feel something.

- Ask students what they know about posters. Discuss responses. Use their prior knowledge by discussing posters that are familiar to them. Include newspapers, magazines, online ads, billboards and flyers.
- Students look at *Class 10's Wall Poster* on pages 36–37. Introduce the term “alliteration” and demonstrate how it is used for emphasis.
- Students read the questions on Worksheet C. Model how to find answers in the poster text. Talk about the power of persuasion and how we can persuade people to do things.
- Have students design a poster to sell a skateboard or advertise a new book. They include a heading; a statement of fact; punctuation such as an exclamation mark; a promise or a free offer; visual elements. They can repeat a word or phrase more than once and should write at least one word in capital letters.
- Guide students through the process and ask them to share so they can get new ideas.
- Have students type the text; edit and proofread the text; source images; change some of the words to make the poster more persuasive; vary the fonts and sizes of the text letters or numbers; make important words bold or a different colour; add some graphics.
- Students can print their poster.

# The Puppet Booth

## Worksheet A Identifying the sequence of events

Name: \_\_\_\_\_ Date: \_\_\_\_\_

List one event that happened in each chapter. Make sure they are in sequence.

Chapter	An event
1	
2	
3	
4	
5	

Draw your favourite event in the story and add a caption.

## The Puppet Booth

Worksheet B Developing fluency

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Shade a box every time you practise reading this text. (page 24)

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We **stood** back and admired our puppet booth.

“We **need** some curtains,” said Evie.

“How **about** two tea towels?” I said.

“**Great** idea!” agreed Carlo.

“Or **some** tin foil.”

“That **would** be different!” I said.

The tin foil was a fantastic **idea**. We **taped** it to the top of the **hole**. Then we rolled it up. It was better **than** curtains.

# The Puppet Booth

## Worksheet C Reading and designing a poster

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Analyse the poster. What is its purpose?

Find an example of a factual statement.

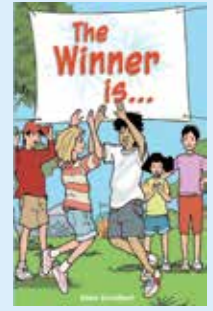
Find an example of a statement warning the reader.

What do the illustrations tell you?

Who do you think the poster is for?

# The Winner is...

The school fair is bigger than ever this year. Benjy accepts Pumpkin's challenge to see who can win the most games. The scores are even at the end of the Crockery Crash, the Ring Toss, the Sponge Throw and the Bungy Stretch. But it is Stace who helps to decide the winner.



## Reading strategy

### Rereading

- Prompt students to reread if the text sounds wrong
- Think about the meaning of the whole sentence
- Come back to the challenging part and work it out by using decoding knowledge
- Reread again to ensure text now makes sense and sounds right

## Comprehension focus

- Interpreting figurative language

## Fluency focus

- Using intonation to convey author's message

## Genre focus

- Persuasive text (advertisement)

## Day 1: Before reading

- Introduce *The Winner is...* by looking at the title, cover illustration and blurb.
- 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.
- Say: Sometimes authors weave messages into stories to make us think about ourselves. Name some well-known stories 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 strategy of rereading to read challenging words. Think about the meaning of the whole sentence.
- Read the opening of Chapter 1, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension. Say: Did you notice that I reread parts of the text? Why did I do this?
- Discuss responses and list the reasons for rereading. Explain that rereading is a strategy they could use when they find a text challenging.
- Review the term "figurative language" and discuss examples from the text, e.g. *fair and square* (page 10). What is the message implied here?
- Allow time for students to read Chapter 1 to practise the rereading strategy.

- Encourage students to make inferences. Discuss who is narrating the story. Ask: Why did Carlo think Maddy was a good team player on page 7? What message do you think is 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 Chapter 2 together using a “read, stop, think, discuss” approach.
- Reread page 13. What does *he looked at me, wanting support* mean? What kind of support did Benji want? Reread page 14. Stop after reading “*I shook my head. ‘Not exactly.’*” Ask: What does Carlo mean by this?
- Read on to page 15, “*I rolled my eyes and followed them to the nearest game.*” Ask: What does Carlo mean when he does this? Discuss responses.

## After reading

- Distribute Worksheet A and discuss expectations.
- Emphasise that when we read figurative language, we need to read between the lines rather than take the language literally.
- 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 write their hidden messages for Chapters 1–2.

## Fluency focus

Read *Saltspray School Needs You* with students. Discuss how to use their voices when reading to an audience. Have students practise using intonation to convey the author’s message.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- use of capital letters for emphasis
- onomatopoeic words
- variant graphemes for /j/
- variant graphemes for /u/

### Activity 1 Use of capital letters for emphasis

Reread the text on page 16 and ask, Why have the words *SMASH* and *CRASH* been written in capital letters? Discuss responses and explain that they are written in this way to emphasise the words. Explain that this strategy is used sparingly in text. Have individuals read the text on the page aloud, using emphasis when they read the capitalised words. Ask students to find one other word in the text that they think could have been written in capital letters. (e.g. *Pumpkin!* on page 13)



## Activity 2 Onomatopoeic words

Review the meaning of the term *onomatopoeia* using a word from the text, e.g. *Splat* (page 22). Discuss the purpose of sound words in the text, then have students recall other examples of sound words – *smash, crash, whoosh*. Have them compile a class list of onomatopoeic words. Include words recalled from past reading. Add other examples as they are discovered. Encourage students to use them in appropriate parts of their own writing.

## Activity 3 Variant graphemes for /j/

Involve students in finding words from the text that have the /j/ sound in them: *bungy, challenge, sponge, detergent, gentlemen, Benjy, jogged, jumped*. Record them on the board and say the words together. Identify the letter(s) in each word that spell the /j/ sound (j, g, ge). Ask students to list other words that have the /j/ sound, e.g. *giraffe, edge*. Have students record this list of words categorising them by the way the /j/ is spelt.

## Activity 4 Variant graphemes for /u/

Find words with the /u/ vowel sound in the text, e.g. *just, run, rubber, other, some, come, touched*. Record the words on the board, then read them together. Ask: What do you notice about the /u/ sound in the words? Involve students in classifying the words into groups according to the spelling of the /u/ vowel sound, e.g. *u, o\_e, ou, o*. Students create a chart and add the words to the correct column.

## Day 2: Before reading

- Review the strategy of rereading and discuss the importance of and reasons for rereading words, phrases, sentences and paragraphs.
- Reread the list of predicted messages recorded on Day 1, then have students summarise the story so far.
- Provide positive feedback to those who notice figurative language and 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 3–4.
- Stop on page 20 at *grinned*. Why was Carlo feeling confident about the challenge?
- Stop on page 24 at *Roll up for some excellent items*. What is implied here?
- Continue to read, stopping where appropriate to prompt students to discuss the implied meaning.

## After reading

- Have students complete the messages for Chapters 3–4 on Worksheet A and share their efforts. 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 the 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 the rap to identify the pattern that has been used. Identify the words that rhyme and the words that don't. Brainstorm other foods that could be used, e.g. *popcorn, candy floss, yum, yum, yum*. Have students choose a set of rhymes and write a verse using the same pattern as the original. Have students perform their verse as part of a group performance.

## Activity 4 Identify rhythm

Identify the way that syllables work to establish a rhythm. Identify the rhythm that is established when the three repeated lines are read as one. Brainstorm for other phrases with a similar rhythm that could be introduced. Have students practise varying the volume of their voices to add another dimension to the sound pattern.

## Activity 5 Publish a rap

Have each student produce their own rap about one aspect of being competitive or playing sideshow games. They use a device and add graphics to their rap. Have students jointly publish their raps as one book along with other details about being competitive or going to a fete. Identify the features of books that are made up of collections, e.g. a book of fairytales. Students include all of these features in their publication of raps.

## Day 3: Before reading

- Have students talk about what figurative language and reading between the lines means – getting to the less obvious meanings, interpreting the text and understanding the text at a new level.
- Read the list of predicted messages 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

- Repeat the “read, stop, think, discuss” approach and work your way through Chapter 5.
- Stop on page 32 at “Yes!” *Benjy and I shouted*. Ask: What do the boys mean when they shout this?
- Continue to read, stopping where appropriate to prompt students to infer meaning.

## After reading

- Discuss expectations for Chapter 5 on Worksheet A. Have students complete the task.

## Become an advertising agent

### Goals

- To read and understand an advertisement
- To identify and talk about the features of an advertisement

Ask students what they know about advertisements. Discuss responses. Discuss how advertisements persuade us to do things or buy things.

- Review *Saltspray School Needs You*. List some features of an advertisement. Some words or sentences are repeated. Some words are written in capital letters or bold for emphasis. Styles of speech such as alliteration are sometimes used. Some ads include free offers or prizes. Students use Worksheet B to complete and share their answers.
- Students use Worksheet B to analyse *Saltspray School Needs You*.
- Tell students they will write an advertisement for a school fair together. Guide them through the process and ask them to share their writing to get ideas from each other. Support students to complete the task.
- Discuss how advertisements are presented in newspapers and magazines. Identify the role of the text, including the title and the graphics.
- Compose a draft of an advertisement on the board or a large sheet of paper as students are writing. Demonstrate some steps for editing it.
- Students draft their own advertisement, remembering to use the features of questions, commands and repetitive sentences. Remind them about the power of persuasion and how we can persuade people to buy things through advertising.
- Provide support for students who need it by dictating a simple beginning for them.
- Read your advertisement aloud with students, then pose the following questions: Does it sound persuasive? Does it make sense? Does it make you want to go to the fair? What changes would you make? Model how to edit your advertisement to make it sound more persuasive.
- Have students apply the same process to edit their own drafts.

# The Winner is...

## Worksheet A Interpreting figurative language

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What do you think these sentences mean? Read between the lines for the hidden message.

<p><b>Chapter 1, page 6:</b> What did Evie mean when she said, "Mum said...?"</p>	
<p><b>Chapter 2, page 16:</b> What did Benjy mean when he said, "Just getting started"?</p>	
<p><b>Chapter 3, page 24:</b> What did the voice over the loudspeaker mean when it said, "Roll up for some excellent items!"?</p>	
<p><b>Chapter 4, page 29:</b> What does, "his eyes on the prize", mean?</p>	
<p><b>Chapter 5, page 34:</b> What did Benjy mean when he said, "Oh, that ticket"?</p>	

Write your favourite sentence and draw a picture to go with it on the back of this sheet.

## The Winner is...

### Worksheet B Analysing a persuasive text

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Analyse the advertisement. What is the purpose of the advertisement?

Find an example of alliteration.

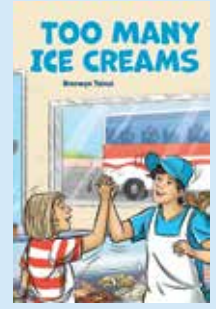
Find an example of capital letters used for emphasis.

Find an example of prizes offered.

Who do you think the advertisement is written for?

# Too Many Ice Creams

Carlo and Stace are working for a school badge by helping in Maddy's mum's ice cream shop. Forty bus passengers arrive wanting ice creams with sprinkles – but they are only stopping for a short time! How can Stace make all those ice creams in time? Carlo comes up with a plan.



## Reading strategy

### Asking questions as you read

- What do I know about the characters?
- Why did the character say that?
- Why did the character do that?
- What does that tell me about the character?
- What will the character do?

### Comprehension focus

- Analysing characters

### Fluency focus

- Making our voice go up at a question mark

### Genre focus

- Persuasive letter

## Day 1: Before reading

- Introduce and read the questions we should ask ourselves about characters before, during and after reading:
  - What do I know about the characters?
  - Why did the character say that?
  - Why did the character do that?
  - What does that tell me about the character?
  - What will the character do?
- Talk about characters in stories, e.g. favourite characters, how authors develop characters, why we like some but dislike others, why we feel for or empathise with some.
- Discuss the features of the text that help us build character profiles, e.g. descriptions, reactions, responses, feelings, dialogue, thoughts, actions of characters.
- Allow time for students to scan the book using illustrations and chapter headings to identify the characters of the story.

## During reading

- Read Chapter 1 together and stop at appropriate places to ask questions about the characters. Ask: What do you already know about Stace and Carlo? What was Carlo thinking?
- When the chapter has been read, have students write the names of the characters on Worksheet A. Model how to write a short phrase about the characters.
- Ask students to complete the worksheet. Repeat the process for Chapter 2.

## After reading

- Students share their notes about characters in Chapter 1, then orally summarise what they know of the characters so far using their notes on Worksheet A.

## Fluency focus

Model reading pages 8-9 of the book with students. Discuss how you used your voice. Have students chorus read the pages. They practise making their voices go up at a question mark.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- variant graphemes for /oo/ as in wood
- abbreviations
- contractions
- variant graphemes for /ai/

### Activity 1 Variant graphemes for /oo/ as in wood

Display a range of words with /oo/ as in *wood*, spelled differently, e.g. *book*, *put*, *would*. Practise reading these words and finding more words with these variant graphemes (u, oul) to list and read.

### Activity 2 Abbreviations

Explain that abbreviations are short forms of words, e.g. TV is short for television. Ask: Do you know what BTW is short for? (by the way) Have students think of other abbreviations they are familiar with, e.g. Dr (doctor), ASAP (as soon as possible).

### Activity 3 Contractions

Introduce and define the term *contraction*. Model how two words can be joined together to make a shorter word. Model the use of an apostrophe in contractions. Have pairs of students find contractions in the text. Record their examples and then record each one as two words: you'll = you + will. Involve students in making rules about contractions, the use of an apostrophe and how contractions are formed. Display the list of contractions in a visible space and add to it as new examples are found, e.g. don't, it's, can't, I'm etc.

### Activity 4 Variant graphemes for /ai/

Work with the group to find words with the /ai/ vowel sound in the text, e.g. *came*, *pay*, *wait*, *Stace*, *later*, *tables*, *fake*, *waves*, *take*, *made*, *Saltspray*, *main*, *they*, *break*. List the words and read them together. Sort the words into groups according to how the /ai/ is spelt (a, ai, ay, a\_e, ey, ea). Use a dictionary to add more words to each list. /ai/ can also be spelt eigh, aigh (e.g. neigh, straight).

## Day 2: Before reading

- Review what students know and feel about the characters so far by referring to their notes on Worksheet A.
- Reread the questions they can ask about characters before, during and after reading.

## During reading

- Repeat the approach used in Day 1. Read Chapter 3 with students and stop at appropriate places to ask questions about the characters. Repeat the process for Chapter 4.
- Record information about characters on Worksheet A for Chapters 3 and 4.
- Continue modelling how to ask questions before, during and after reading.

## After reading

- Encourage students to share their notes about characters for Chapters 3 and 4 and their predictions for Chapter 5.
- Allow students to add to Worksheet A as they are listening to the ideas of their peers.
- Remind students about reading between the lines by posing questions that relate to how characters felt. Ask: How did Mrs Chan feel about Stace and Carlo looking after her ice cream shop? How did Maddy feel about the situation? How did the bus driver feel about the discount Carlo offered?

## 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 Shop 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, e.g. note any deviations and discuss. Identify the words at the end of the lines of the first two verses. Identify the words that rhyme (*shop, top*) and the words that don't (*kind, sprinkle*) in the fourth verse. Brainstorm other sets of rhyming words that could be used. Have students choose a set of rhymes and write a verse using the same pattern as the original. They perform their verse as part of a group performance.

### Activity 4 Identify rhythm

Identify the way that syllables work to establish a rhythm. Identify the rhythm that is established when the first two lines of the second and third verses are read as one. Brainstorm for other phrases with a similar rhythm that could be introduced. Have students practise varying the volume of their voices to add another dimension to the sound pattern.



## Activity 5 Publish a rap

Have each student produce a rap on a device about one aspect of ice cream. They can add graphics to their rap. Have students jointly publish their raps as one book along with other details about ice cream. Identify the cover features of books that are made up of collections, e.g. a fairytale book or poetry. Students include these features in their publication of raps.

## Day 3: Before reading

- Have students use their copy of Worksheet A to recall what they know about the characters and to identify who they think the main characters are. Students check their predictions against the group decision.
- Jointly compose a short character profile. Include an introduction and a paragraph about the character at the beginning, middle and end of the story. Finish with a concluding statement.
- Read the character profile together.

## During reading

- Read the opening of Chapter 5, then have students take over, choral reading it together. Model reading with expression a passage with dialogue, e.g. page 30. Students echo-read the passage. Students do the same with no model on page 31.
- Continue modelling how to ask questions before, during and after each chapter. Ask: What do you learn when you read the characters' dialogue? On page 30, how was Maddy feeling? What changed on page 31?

## After reading

- Discuss sections of the text that are proving difficult for students to read. If there are any, demonstrate how to break down the word and decode each chunk, then blend to decode the whole word.
- Students go back to the start of the sentence to reread the text to make sure it makes sense.

# Write a persuasive letter

## Goals

- To read, understand and identify the features of a persuasive letter
- To write a persuasive letter

Letters are sometimes written to encourage someone to do something. A persuasive letter starts by giving background to what the person writing the letter wants to happen. The writer of the letter adds some arguments to convince the reader. A persuasive letter ends with a summary and a request for action.

- Ask students what they know about persuasive letters. Allow time for them to read the *Letter from the Bus Company* on pages 36–37. Tell them that they are going to write a letter persuading a relative to provide their favourite food at a celebration.
- Students write their ideas down. They brainstorm a list of favourite foods. Discuss the reasons why they like these foods. Ask: Is it the taste or is there a dietary reason?
- Remind students they need to be making notes to use when writing a persuasive letter. Model how to start using Worksheet B and allow time for them to complete it.
- Reread the *Letter from the Bus Company* and discuss the persuasive tone of the writing, particularly in the opening paragraph which is complimentary. Say: You could use this format to help you write a letter to your relative.
- Model how to write an opening statement such as, “I am writing to you because...” Remind students to use the first paragraph to make their request clear and to use their notes.
- Next they identify reasons for a special menu, such as good things that will happen if it is served.
- Students write two arguments for the favourite food. They add a concluding statement.
- Review editing and proofreading strategies and create a checklist for students to use as they complete the tasks. They should check each sentence for capital letters and punctuation and make sure they have included commas after the greeting and the closing.
- Have students write their letters and publish them. They read their letters, noting the use of persuasive language, the way their request was stated, the reasons given and the possible effects that have been included.

# Too Many Ice Creams

## Worksheet A Analysing characters

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Add the names of two characters and a few words about what they say or do in each chapter.

### Chapter 1 Jobs Badge

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### Chapter 2 Scooping

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### Chapter 3 40 Ice Creams!

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### Chapter 4 15 Percent Discount

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### Chapter 5 It was a Good Idea

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# Too Many Ice Creams

## Worksheet B Reading and writing a persuasive letter

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Gather your thoughts.

Draft a letter to your relative, edit and proofread it and then publish it.

Part 1: Write your ideas.

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Part 2: Write an opening statement.

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Part 3: Write two arguments, such as benefits or good things that will happen.

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Part 4: Add a concluding sentence.

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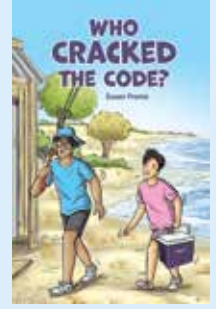
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Draft a letter to your relative, edit and proofread it and then publish it.

# Who Cracked the Code?

Team Turbo has made a big decision to stop using their phones. So they communicate with notes written in code to make sure Pumpkin and Curly don't know their plans. Carlo's note tells Harry and Maddy where he has hidden their cake. But the cake has gone! Has Pumpkin taken it? Team Turbo wants to know. But first they need to find Doris.



## Reading Strategy

### Rereading

- Prompt to reread if the text sounds wrong
- Think about the meaning of the whole sentence
- Come back to the challenging part and work it out by using decoding knowledge
- To ensure text now makes sense and sounds right

### Comprehension focus

- Identifying the main idea

### Fluency focus

- Reading with a loud, clear voice

### Genre focus

- Report/fact file

## Day 1: Before reading

- Introduce *Who Cracked the Code?* by looking at the title, cover illustration and blurb.
- Have students predict what will happen in the story on sticky notes, then share their predictions. Ask: What makes you think that? Help students to justify their predictions.

## During reading

- Introduce the strategy of rereading. Read the opening of Chapter 1 aloud and stop at appropriate places to reread parts of the text. Ask: Why did I do this? Explain that rereading is a strategy they should use when they are having difficulty reading or understanding a text.
- Reread page 6 with students. Focus on the word *strange*. Say: If you said 'string' and it didn't make sense, what could you do? Model how the reader can pause at an unknown word, then reread the sentence and try the word again using their phonics knowledge to work it out and thinking about the meaning of the whole sentence. Read on to the next sentence. Model finding 'decision' challenging to read. Reread and split the word into syllables to decode it: de/ci/sion. (Use knowledge of variant grapheme c for /s/ and si for /sh/ to decode decision.)
- Continue to read Chapter 1 with students in pairs. Allow time for them to practise the rereading strategy.
- Repeat the process with Chapter 2.

## After reading

- Introduce the term "main idea" and jointly identify the main idea for Chapter 1. Ask students if they can identify the main idea for Chapter 2.
- Read and discuss the task.

- Explain the layout of Worksheet A, then read the chapter headings together. Allow students to draw the main ideas on Worksheet A for Chapters 1 and 2.
- Have students share their “main idea” drawings for Chapters 1 and 2.

## Fluency focus

Read *Writing in Code* or *Code Cracker Rap* with students. Discuss how a reader uses their voice when reading to an audience. Have students read *Writing in Code*. They practise reading with a loud, clear voice.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- -ion suffix
- forming adverbs by adding -ly to the base word
- variant graphemes for /oa/
- syllables

### Activity 1 -ion suffix

Find words ending with *-ion* in the text and record them on a sheet with the heading “-ion nouns”, e.g. *decision*, *explanation*, *information*. Orally put them in sentences to model their meaning for students, e.g. We need to make a decision about what to do next. Students identify the base word in each noun and note how it has been changed. (*Decision* is a noun formed from the verb *decide*.) Brainstorm other -ion words, then list the base word beside them. Point out that the words ending in -ion usually use the variant graphemes for /sh/, e.g. ti, si.

### Activity 2 Forming adverbs by adding ly to the base word

Find the following adverbs in the text and read them in context – *usually* (page 6), *correctly* (page 14), *electronically* (page 37). Model how -ly is added to the base word to form an adverb. Explain that an adverb adds information to a verb or adjective, e.g. it might show how, where or when something is done. Allow students to add further examples to the list. Model how adding an adverb to a sentence gives it more meaning.

### Activity 3 Variant graphemes for /oa/

Record the words *code*, *boat*, *know*, *goes*, *so* on the board. Ask: What sound can you hear in each word? (/oa/) What graphemes represent the sound /oa/ in each word? (o\_e, oa, ow, oe, o) Underline and identify the letters that make the /oa/ sound. Ask students to record the words in a table, organised by the spelling of the /oa/ sound and think of other words with the sound, e.g. *phone* (page 6), *note* (page 12), *go* (page 15), *coat*, *tow*, *potatoes*, and add them to the correct column.

## Activity 4 Syllables

Ask students to define the term *syllable*. Model how to hear the syllables in words by saying the word slowly and clapping the beats. Do this for *forgotten* and count the syllables (for/got/ten, 3 syllables). Students find words in the book with 1, 2 or 3 syllables and share them. They list their words and mark the syllables, e.g. *screen* 1, *de/code* 2, *all/pha/bet* 3. Discuss how breaking words into syllables helps us to decode words.

## Day 2: Before reading

- Review the strategy of rereading and discuss the importance of and reasons for rereading words, phrases, sentences and paragraphs.
- Reread the list of predictions recorded on Day 1, then have students summarise the story so far. Provide positive feedback.

## During reading

- Repeat the approach used in Day 1. Stop and reread challenging words, e.g. *thieves* (page 18). Have students use their phonics knowledge to decode the words. Use variant grapheme *ie* for */ee/* in *thieves*. Do the same for *delicious* (page 18): *de/li/cious*. Use variant grapheme *ci* for */sh/*.
- Work through Chapters 3 and 4 together using the above process.

## After reading

- Review and model how to identify and record the main idea for Chapter 3.
- Allow students to complete and share their drawings of the main ideas for Chapters 3 and 4 on Worksheet A.

## 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 the 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 end of the lines of each verse. Identify the words that rhyme and the words that don't. Brainstorm other sets of rhyming words that could be used. Have students choose a set of rhymes and write a verse using the same pattern as the original. Have students perform their verse as part of a group performance.

### Activity 4 Identify rhythm and repetition

Identify the way that syllables work to establish a rhythm. Notice which words have only one syllable. Identify the repetitive elements of the rap. Have students work in pairs to create a new verse using the same repetitive pattern. They share their new verses with the group.

### Activity 5 Create a new rap

Have students work together to write a new rap about cracking codes using the same rhyming pattern and rhythm.

## Day 3: Before reading

- Review the strategies introduced on Day 1, reminding students of the reasons for rereading.
- Ask students to jointly recall the main ideas for Chapters 1–4 using the work they have completed on Worksheet A.

## During reading

- Read the opening of Chapter 5, then have students take over, choral reading it 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. Ask them to note challenging words and where they would reread from.

## After reading

- Allow students to complete and share their main idea drawings for Chapter 5 on Worksheet A. Work with students to orally identify the main idea for the whole text.
- Record suggestions and read them together.



# Read and write a report

## Goals

- To read and write a report
- To identify and talk about a report
- To write a fact file

Reports tell us about a topic. They give us information by listing facts. (who, what, where, when, how, why) Sometimes time words (*today, goes back thousands of years*) are used to link the paragraphs together. Information can also be presented in a graphic form.

- Ask: What do you know about reports? Discuss responses.
- Allow time for students to read *Writing in Code*. Ask: What did you already know about secret codes? What did you learn? Model how to begin writing a fact file using Worksheet B.
- Discuss how to organise a report by sequencing the information in a logical manner. Count the paragraphs and discuss the purpose of the introduction and the final fact.
- Discuss the purpose and features of headings and subheadings. Brainstorm a list of possible subheadings for each section in *Writing in Code*.
- Inform students that they will use the text from the book using Worksheet C.
- Ask them to cut it into meaningful sections, sequence the sections and the graphics and then paste them on a large sheet of paper.
- Read each paragraph and identify the features of the topic that are being written about in each paragraph. Insert subheadings where appropriate.
- Tell students that they can add extra graphic elements to their report.
- Allow time for students to assemble their fact file about secret codes. They prepare by completing the entries on Worksheet B. When they have finished, ask: What are the three main things that the fact file tells us.

# Who Cracked the Code?

## Worksheet A Identifying the main idea

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Draw a picture about the main idea for each chapter of the book.

Chapter 1 The Big Decision	Chapter 2 The Code
Chapter 3 The Cake	Chapter 4 Where's Doris?
Chapter 5 Curly Solves the Mystery	

Write a short sentence about the main idea of one chapter.

# Who Cracked the Code?

## Worksheet B Writing a fact file

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Analyse *Writing in Code*. Make a fact file about secret codes.  
When did codes first start?

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List the different codes mentioned.

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Find three different sentence beginnings.

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Find four verbs (action words).

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Find a sentence with the word *emails* in it.

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Read the concluding sentence and write a different one.

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What were the three things the report told us?

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# Who Cracked the Code?

## Worksheet C Reading and writing a report

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Writing in Code

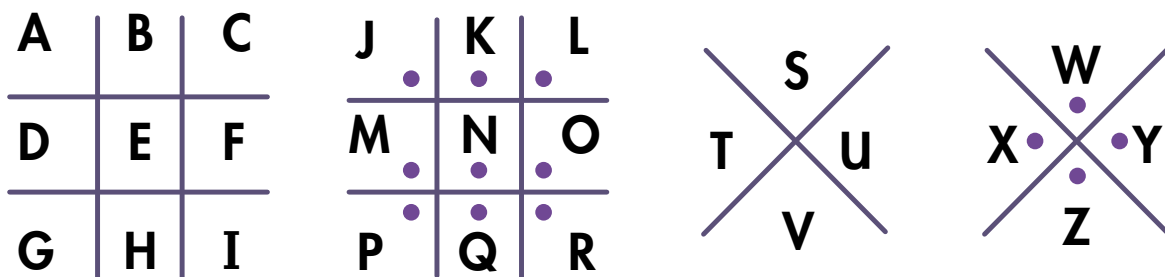
Writing in code goes back thousands of years. Army generals wrote their notes explaining their battle plans in code. That way, if the notes were found by the enemy, the enemy would not be able to read it and know where to attack.

Here are some ways to make codes. You can spell a word using the letter in the alphabet before or after the one in the word. Look at the word **DOG**.

**A B C D E F G H I**  
**J K L M N O P Q R**  
**S T U V W X Y Z**

**DOG** in code could be: **EPH** (letters after) or **CNF** (letters before)

This one is called pigpen code. Each letter has some lines and some of them have a dot in a certain place.



So, for the word OLD: O is a 3-sided square with a dot; L is a 2-sided square with a dot; D is a 3-sided square with no dot.

**O L D** =

Today, emails are encrypted electronically. The people who send and get the emails are the only ones who can read them.

# Wild Weather

During a wild storm, a man has to be rescued from his little boat that is being tossed around in the waves. The wind washes seaweed, driftwood and all sorts of rubbish onto the beach. So Team Turbo decides to organise a beach clean-up.



## Reading strategy

### Using prior knowledge to make predictions about and connections with the text

- What will happen next?
- Has this ever happened to me?
- What do I know about this situation?
- What similar texts have I read?

## Comprehension focus

- Identifying the author's purpose

## Fluency focus

- Adjusting the pace, volume and expression to suit the reading situation

## Genre focus

- Newspaper report

## Day 1: Before reading

- Look at the cover and read the title together. Students identify the important words *Wild Weather*. Discuss what wild weather is and whether students have seen any. Ask: What do you know about wild weather? Note the alliteration of /w/ in *Wild Weather*.
- Have students make two written predictions about what the book might be about. Show the title page illustration and allow time for students to add to or change their predictions. They share and compare their predictions with a partner and the rest of the group.
- Introduce the reading strategy by discussing the importance of using prior knowledge to make predictions about and connections with the text. Ask: How does this help readers?
- Review the questions readers can ask to help with this reading strategy.
  - What will happen next?
  - Has this ever happened to me?
  - What do I know about this situation?
  - What similar texts have I read?
- Ask students to find and read the blurb to themselves. Then choral read it together.
- Have students refine their predictions.

## During reading

- Read the heading of Chapter 1. Encourage students to make connections with the text. Ask: What does the heading suggest? How could this link to wild weather? Who or what might need to be rescued? Discuss responses.
- Read the opening of Chapter 1, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension. Ask what helped the team facilitate the rescue? (*phone, binoculars*). Discuss the meaning of *taking on water*. (page 9) Ask students to share stories of their experiences of school holidays in wild weather.

- Read the heading of Chapter 2. Ask students to predict what happened to Pumpkin's grandad. Read the opening of Chapter 2, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension.
- Ask: What safety features did Mr Patterson have in place? e.g. *phone in a plastic bag, lifejacket, water bottle*.
- Discuss the importance of identifying who is telling a story (voice). Have students identify the narrator for *Wild Weather*.

## After reading

- Review the idea of making connections with the text. Explain that these are things from our own lives that the text makes us think about and understand what the author is trying to convey. Use Worksheet A to model how students should make entries for Chapters 1 and 2.
- Allow time for students to record, share and compare their entries.

## Fluency focus

Read *Saltspray Splash* or *Monster Clean-up Rap* with students. Discuss how to use your voice when reading to an audience. Students practise varying the pace of reading in response to the punctuation marks.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- words from the same base word
- variant graphemes for /n/
- variant graphemes for /j/
- variant graphemes for /ur/

### Activity 1 Words from the same base word

Write, read and spell the word *agree* together. Identify it as a base word and have students create more words using the base word *agree*, e.g. *agreeing, agreement, disagree, agreed, agreeable*. Discuss the grammatical status of each word – whether a noun, adverb or verb. Repeat the process for other base words such as *amaze, arrange, look*.

### Activity 2 Variant graphemes for /n/

Write the word *design* and ask students to read it with you. Ask: What sound do you hear at the end of the word? (/n/) What letters represent that sound? (gn) Brainstorm a list of other words with the gn spelling of /n/, e.g. *gnat, sign, gnaw, gnome*. Have students record and read the list. Discuss another way of spelling /n/ (kn). Brainstorm words with the variant grapheme kn for /n/. Record and read them, e.g. *know, knew*.

### Activity 3 Variant graphemes for /j/

Ask students to find and list interesting words from the story with the /j/ sound, e.g. *arrange*, *challenge*, *change*. Have students quietly read their lists and underline the letters that make the /j/ sound (ge). Jointly construct rules about how the /j/ sound can be spelt (d, dge, ge). List words like *giant*, *hedge*, to read and hear the /j/ sound. Note the variant graphemes g and dge for /j/.

### Activity 4 Variant graphemes for /ur/

Say the words *perform*, *services*, *alerting*. Ask students to write the words. Ask them what sound the er makes in these words (/ur/). Add words with the same spelling of /ur/ to the list of words, e.g. *fern*, *herb*, *jerk*. Underline the letters er in each word and identify that they represent the sound /ur/ in each word. Point out that in words such as *danger*, *water*, *fisher*, *closer*, where the er comes at the end of the word, the er is usually pronounced as a schwa /u/ sound. Revise other variant graphemes for /ur/, e.g. or, ir, ear (*word*, *dirt*, *early*). Brainstorm words to list and read with the variant graphemes for /ur/.

## Day 2: Before reading

- Review the strategy of making predictions about and connections with a text and how this helps the reader.
- Recall the story so far, including possible reasons why Pumpkin's grandad was needing help.
- Allow time for students to check the next two chapter headings, add to their original written predictions, then share them with the group.

## During reading

- Read Chapter 3 with students, stopping at appropriate places to ask questions. After reading "*We can get helpers. We're up to the challenge!*" I say. (page 19) ask: What sort of relationship do you think Stace has with Benjy?
- Read the opening of Chapter 4, then have students take over reading independently in silence. Go around all or some of the students and ask them to read a few sentences. This is an opportunity to check their reading. At the end of the chapter have students share their ideas about the significance of Pumpkin and his grandad attending the clean-up.

## After reading

- Review and model how to make connections with the text for Chapters 3 and 4 on Worksheet A.
- Students complete the worksheet. Remind them to draw on prior knowledge and experience to complete the task.

# 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 *Monster Clean-Up 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

Identify the rhyming words in each verse. Encourage them to identify whether the rhyming words are spelt with the same (*distress/mess*) or different (*mum/come*) letter patterns. Brainstorm a list of words that could have been used in the rap. Group the words according to letter patterns.

## Activity 4 Make a readers' theatre script

Have students work in groups of three. The group decides which member will read what line individually and which lines/words they will read together. Students practise varying the volume of their voices to add another dimension to the sound pattern. They perform their scripts for the class.

## Activity 5 Publish a rap

Have each student reread the rap and produce their own rap verse about one aspect of wild weather or rubbish on beaches. Have them use a device and add graphics to their rap. They jointly publish their raps as one book along with other details about wild weather or cleaning up rubbish. Identify the cover features of books that are made up of collections of stories. Have students include all of these features in their publication of raps.

## Day 3: Before reading

- Review the reading strategy by inviting students to discuss how making predictions about a text helps them.
- Allow students to retell the story so far and check their written predictions with a partner.
- Students can make additions or changes to their predictions after reading the Chapter 5 heading.



## During reading

- Read the opening of Chapter 5, then have students take over, choral reading it together. Model reading with expression a passage with dialogue, e.g. page 30. Students echo-read the passage. Students do the same with no model on page 32. Ask them to note where they varied the reading to suit the situation.
- Discuss the ending and allow time for students to confirm or negate their predictions.
- Have students talk about unfamiliar words in the chapters, e.g. *volunteers, deliciousness, attention, especially, council, embarrassed, recycling, barbecue*. Involve students in decoding them.

## After reading

- Allow students to complete their connections with the text for Chapter 5 on Worksheet A.

## Become a newspaper reporter

### Goals

- To read and understand a newspaper report
- To identify and talk about the features of a newspaper report
- To compose and record features of a newspaper report

Newspaper reports tell us about a real event or community news. They include information about the “what, where, when, who, how, why” details. Reports are written in the past tense. They are written in paragraphs and they begin with a headline.

- Ask: What do you know about newspaper reports? Allow time for students to quietly read the *Saltspray Splash* and identify the purpose of each paragraph.
- Model how to get started by brainstorming a list of different headlines for this newspaper report. Then involve students in jointly constructing an opening sentence for two of the suggested headlines. They use *Worksheet B* to write their interview.
- Read the comments included in *Saltspray Splash* and work backwards to identify some of the questions that may have been asked of Stace and Maddy. Help students to begin work by modelling how to compose a question to ask a member of Team Turbo involved in the clean-up.
- Look at the comments quoted from the interviewees and review the use of quotation marks.
- Discuss how the report could have a graphic. Students could add a diagram of the beach and clean-up area.
- Students can compose extended labels for a diagram. Remind them to use the illustrations from the book to help them with their diagrams.
- Brainstorm a list of things students know about facing challenges and overcoming them.
- Listen to students as they share their work on *Worksheet B*, noting their ability to create headlines, compose opening statements, questions and answers and add another quote to a newspaper report.

# Wild Weather

## Worksheet A Identifying the author's purpose

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What connections can you make with the story?

### Chapter 1: Call for Rescue

Jot down five things you have done in the school holidays.

### Chapter 2: Pumpkin's Grandad

How do you think the boat got into trouble? Jot down your ideas.

### Chapter 3: A Challenge

Write down five things you know about challenges and how to overcome them.

### Chapter 4: A Monster Clean-Up

What would you do if you found heaps of rubbish or debris on a beach?

### Chapter 5: A Clean Beach

Do you think the ending of the story was a good one? Give reasons why or why not.

# Wild Weather

## Worksheet B Reading and writing a newspaper report

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Make up three headlines for your report. Add an opening sentence for one headline.

Conduct an imaginary interview. Ask three questions and make up some answers.

Name of person being interviewed:

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Use your interview questions and answers to add another quote to the newspaper report.

Make a diagram of the beach where the clean-up happened.