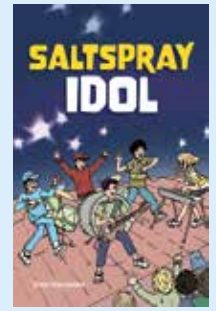


Saltspray Idol

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.
- 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

Goals

To develop understanding about:

- 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.