

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

Goals

To develop understanding about:

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

Activity 1 Variant grapheme for /w/

Most students will already know most of the grapheme-phoneme correspondences and will be confident decoders, but some students may have knowledge gaps. It may be helpful to have suggestions or prompts. You can substitute this lesson with grapheme-phoneme correspondences you notice students need revision of. 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.

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Worksheet A Making inferences

Name: _____ Date: _____

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

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

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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.
