

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

Goals

To develop understanding about:

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

Activity 1 Variant graphemes for /f/

Listen to the students reading and observe where they struggle with decoding. Use whatever they had difficulty with as the phonics revision focus. As a suggestion, variant graphemes for /f/ could be revised. 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.

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Worksheet A Identifying the author's purpose

Name: _____ Date: _____

Make connections with the text.

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

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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.