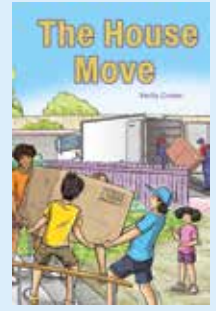


# The House Move

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

### Goals

To develop understanding about:

- variant graphemes for /or/
- prefix un-
- contractions
- words with multiple meanings (homonyms)

### Activity 1 Variant graphemes for /or/

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 /or/ could be revised. 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.