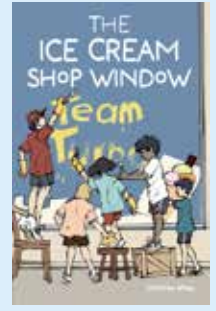


# The Ice Cream Shop Window

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 reading the title to students, then choral read 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

### Goals

To develop understanding about:

- 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.