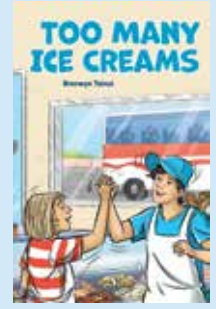


Too Many Ice Creams

Carlo and Stace are working for a school badge by helping in Maddy's mum's ice cream shop. Forty bus passengers arrive wanting ice creams with sprinkles – but they are only stopping for a short time! How can Stace make all those ice creams in time? Carlo comes up with a plan.



Reading strategy

Asking questions as you read

- What do I know about the characters?
- Why did the character say that?
- Why did the character do that?
- What does that tell me about the character?
- What will the character do?

Comprehension focus

- Analysing characters

Fluency focus

- Making our voice go up at a question mark

Genre focus

- Persuasive letter

Day 1: Before reading

- Introduce and read the questions we should ask ourselves about characters before, during and after reading:
 - What do I know about the characters?
 - Why did the character say that?
 - Why did the character do that?
 - What does that tell me about the character?
 - What will the character do?
- Talk about characters in stories, e.g. favourite characters, how authors develop characters, why we like some but dislike others, why we feel for or empathise with some.
- Discuss the features of the text that help us build character profiles, e.g. descriptions, reactions, responses, feelings, dialogue, thoughts, actions of characters.
- Allow time for students to scan the book using illustrations and chapter headings to identify the characters of the story.

During reading

- Read Chapter 1 together and stop at appropriate places to ask questions about the characters. Ask: What do you already know about Stace and Carlo? What was Carlo thinking?
- When the chapter has been read, have students write the names of the characters on Worksheet A. Model how to write a short phrase about the characters.
- Ask students to complete the worksheet. Repeat the process for Chapter 2.

After reading

- Students share their notes about characters in Chapter 1, then orally summarise what they know of the characters so far using their notes on Worksheet A.

Fluency focus

Model reading pages 8-9 of the book with students. Discuss how you used your voice. Have students chorus read the pages. They practise making their voices go up at a question mark.

Vocabulary and spelling activities

Goals

To develop understanding about:

- variant graphemes for /oo/ as in wood
- abbreviations
- contractions
- variant graphemes for /ai/

Activity 1 Variant graphemes for /oo/ as in wood

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 /oo/ could be revised. Display a range of words with /oo/ as in *wood*, spelled differently, e.g. *book*, *put*, *would*. Practise reading these words and finding more words with these variant graphemes (u, oul) to list and read.

Activity 2 Abbreviations

Explain that abbreviations are short forms of words, e.g. TV is short for television. Ask: Do you know what BTW is short for? (by the way) Have students think of other abbreviations they are familiar with, e.g. Dr (doctor), ASAP (as soon as possible).

Activity 3 Contractions

Introduce and define the term *contraction*. Model how two words can be joined together to make a shorter word. Model the use of an apostrophe in contractions. Have pairs of students find contractions in the text. Record their examples and then record each one as two words: you'll = you + will. Involve students in making rules about contractions, the use of an apostrophe and how contractions are formed. Display the list of contractions in a visible space and add to it as new examples are found, e.g. don't, it's, can't, I'm etc.

Activity 4 Variant graphemes for /ai/

Work with the group to find words with the /ai/ vowel sound in the text, e.g. *came*, *pay*, *wait*, *Stace*, *later*, *tables*, *fake*, *waves*, *take*, *made*, *Saltspray*, *main*, *they*, *break*. List the words and read them together. Sort the words into groups according to how the /ai/ is spelt (a, ai, ay, a_e, ey, ea). Use a dictionary to add more words to each list. /ai/ can also be spelt eigh, aigh (e.g. neigh, straight).

Day 2: Before reading

- Review what students know and feel about the characters so far by referring to their notes on Worksheet A.
- Reread the questions they can ask about characters before, during and after reading.

During reading

- Repeat the approach used in Day 1. Read Chapter 3 with students and stop at appropriate places to ask questions about the characters. Repeat the process for Chapter 4.
- Record information about characters on Worksheet A for Chapters 3 and 4.
- Continue modelling how to ask questions before, during and after reading.

After reading

- Encourage students to share their notes about characters for Chapters 3 and 4 and their predictions for Chapter 5.
- Allow students to add to Worksheet A as they are listening to the ideas of their peers.
- Remind students about reading between the lines by posing questions that relate to how characters felt. Ask: How did Mrs Chan feel about Stace and Carlo looking after her ice cream shop? How did Maddy feel about the situation? How did the bus driver feel about the discount Carlo offered?

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 Shop 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, e.g. note any deviations and discuss. Identify the words at the end of the lines of the first two verses. Identify the words that rhyme (*shop, top*) and the words that don't (*kind, sprinkle*) in the fourth verse. 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. They perform their verse as part of a group performance.

Activity 4 Identify rhythm

Identify the way that syllables work to establish a rhythm. Identify the rhythm that is established when the first two lines of the second and third verses 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 a rap on a device about one aspect of 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, e.g. a fairytale book or poetry. Students include these features in their publication of raps.

Day 3: Before reading

- Have students use their copy of Worksheet A to recall what they know about the characters and to identify who they think the main characters are. Students check their predictions against the group decision.
- Jointly compose a short character profile. Include an introduction and a paragraph about the character at the beginning, middle and end of the story. Finish with a concluding statement.
- Read the character profile together.

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 31.
- Continue modelling how to ask questions before, during and after each chapter. Ask: What do you learn when you read the characters' dialogue? On page 30, how was Maddy feeling? What changed on page 31?

After reading

- Discuss sections of the text that are proving difficult for students to read. If there are any, demonstrate how to break down the word and decode each chunk, then blend to decode the whole word.
- Students go back to the start of the sentence to reread the text to make sure it makes sense.

Write a persuasive letter

Goals

- To read, understand and identify the features of a persuasive letter
- To write a persuasive letter

Letters are sometimes written to encourage someone to do something. A persuasive letter starts by giving background to what the person writing the letter wants to happen. The writer of the letter adds some arguments to convince the reader. A persuasive letter ends with a summary and a request for action.

- Ask students what they know about persuasive letters. Allow time for them to read the *Letter from the Bus Company* on pages 36–37. Tell them that they are going to write a letter persuading a relative to provide their favourite food at a celebration.
- Students write their ideas down. They brainstorm a list of favourite foods. Discuss the reasons why they like these foods. Ask: Is it the taste or is there a dietary reason?
- Remind students they need to be making notes to use when writing a persuasive letter. Model how to start using Worksheet B and allow time for them to complete it.
- Reread the *Letter from the Bus Company* and discuss the persuasive tone of the writing, particularly in the opening paragraph which is complimentary. Say: You could use this format to help you write a letter to your relative.
- 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 reasons for a special menu, such as good things that will happen if it is served.
- Students write two arguments for the favourite food. They 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.
- Have students write their letters and publish them. They read their letters, noting the use of persuasive language, the way their request was stated, the reasons given and the possible effects that have been included.

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Worksheet A Analysing characters

Name: _____ Date: _____

Add the names of two characters and a few words about what they say or do in each chapter.

Chapter 1 Jobs Badge

Chapter 2 Scooping

Chapter 3 40 Ice Creams!

Chapter 4 15 Percent Discount

Chapter 5 It was a Good Idea

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Worksheet B Reading and writing a persuasive letter

Name: _____ Date: _____

Gather your thoughts.

Draft a letter to your relative, edit and proofread it and then publish it.

Part 1: Write your ideas.

Part 2: Write an opening statement.

Part 3: Write two arguments, such as benefits or good things that will happen.

Part 4: Add a concluding sentence.

Draft a letter to your relative, edit and proofread it and then publish it.