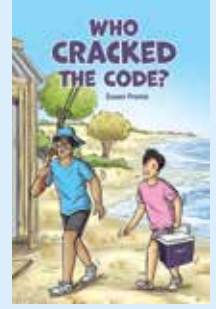


Who Cracked the Code?

Team Turbo has made a big decision to stop using their phones. So they communicate with notes written in code to make sure Pumpkin and Curly don't know their plans. Carlo's note tells Harry and Maddy where he has hidden their cake. But the cake has gone! Has Pumpkin taken it? Team Turbo wants to know. But first they need to find Doris.



Reading Strategy

Rereading

- Prompt to reread if the text sounds wrong
- Think about the meaning of the whole sentence
- Come back to the challenging part and work it out by using decoding knowledge
- To ensure text now makes sense and sounds right

Comprehension focus

- Identifying the main idea

Fluency focus

- Reading with a loud, clear voice

Genre focus

- Report/fact file

Day 1: Before reading

- Introduce *Who Cracked the Code?* by looking at the title, cover illustration and blurb.
- Have students predict what will happen in the story on sticky notes, then share their predictions. Ask: What makes you think that? Help students to justify their predictions.

During reading

- Introduce the strategy of rereading. Read the opening of Chapter 1 aloud and stop at appropriate places to reread parts of the text. Ask: Why did I do this? Explain that rereading is a strategy they should use when they are having difficulty reading or understanding a text.
- Reread page 6 with students. Focus on the word *strange*. Say: If you said 'string' and it didn't make sense, what could you do? Model how the reader can pause at an unknown word, then reread the sentence and try the word again using their phonics knowledge to work it out and thinking about the meaning of the whole sentence. Read on to the next sentence. Model finding 'decision' challenging to read. Reread and split the word into syllables to decode it: de/ci/sion. (Use knowledge of variant grapheme c for /s/ and si for /sh/ to decode decision.)
- Continue to read Chapter 1 with students in pairs. Allow time for them to practise the rereading strategy.
- Repeat the process with Chapter 2.

After reading

- Introduce 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.
- Read and discuss the task.

- Explain the layout of Worksheet A, then read the chapter headings together. Allow students to draw the main ideas on Worksheet A for Chapters 1 and 2.
- Have students share their “main idea” drawings for Chapters 1 and 2.

Fluency focus

Read *Writing in Code* or *Code Cracker Rap* with students. Discuss how a reader uses their voice when reading to an audience. Have students read *Writing in Code*. They practise reading with a loud, clear voice.

Vocabulary and spelling activities

Goals

To develop understanding about:

- -ion suffix
- forming adverbs by adding -ly to the base word
- variant graphemes for /oa/
- syllables

Activity 1 -ion suffix

Find words ending with *-ion* in the text and record them on a sheet with the heading “-ion nouns”, e.g. *decision, explanation, information*. Orally put them in sentences to model their meaning for students, e.g. *We need to make a decision about what to do next*. Students identify the base word in each noun and note how it has been changed. (*Decision* is a noun formed from the verb *decide*.) Brainstorm other -ion words, then list the base word beside them. Point out that the words ending in -ion usually use the variant graphemes for /sh/, e.g. *ti, si*.

Activity 2 Forming adverbs by adding ly to the base word

Find the following adverbs in the text and read them in context – *usually* (page 6), *correctly* (page 14), *electronically* (page 37). Model how -ly is added to the base word to form an adverb. Explain that an adverb adds information to a verb or adjective, e.g. it might show how, where or when something is done. Allow students to add further examples to the list. Model how adding an adverb to a sentence gives it more meaning.

Activity 3 Variant graphemes for /oa/

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 also substitute this lesson with grapheme-phoneme correspondences you notice students need revision of. Record the words *code, boat, know, goes*, so on the board. Ask: What sound can you hear in each word? (/oa/) What graphemes represent the sound /oa/ in each word? (o_e, oa, ow, oe, o) Underline and identify the letters that make the /oa/ sound. Ask students to record the words in a table, organised by the spelling of the /oa/ sound and think of other words with the sound, e.g. *phone* (page 6), *note* (page 12), *go* (page 15), *coat, tow, potatoes*, and add them to the correct column.

Activity 4 Syllables

Ask students to define the term *syllable*. Model how to hear the syllables in words by saying the word slowly and clapping the beats. Do this for *forgotten* and count the syllables (for/got/ten, 3 syllables). Students find words in the book with 1, 2 or 3 syllables and share them. They list their words and mark the syllables, e.g. *screen* 1, *de/code* 2, *all/pha/bet* 3. Discuss how breaking words into syllables helps us to decode words.

Day 2: Before reading

- Review the strategy of rereading and discuss the importance of and reasons for rereading words, phrases, sentences and paragraphs.
- Reread the list of predictions recorded on Day 1, then have students summarise the story so far. Provide positive feedback.

During reading

- Repeat the approach used in Day 1. Stop and reread challenging words, e.g. *thieves* (page 18). Have students use their phonics knowledge to decode the words. Use variant grapheme *ie* for */ee/* in *thieves*. Do the same for *delicious* (page 18): *de/li/cious*. Use variant grapheme *ci* for */sh/*.
- Choral read Chapter 3 together. Repeat the process for Chapter 4.

After reading

- Review and model how to identify and record the main idea for Chapter 3.
- Allow students to complete and share their drawings of the main ideas for Chapters 3 and 4 on Worksheet A.

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. 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 Identify rhythm and repetition

Identify the way that syllables work to establish a rhythm. Notice which words have only one syllable. Identify the repetitive elements of the rap. Have students work in pairs to create a new verse using the same repetitive pattern. They share their new verses with the group.

Activity 5 Create a new rap

Have students work together to write a new rap about cracking codes using the same rhyming pattern and rhythm.

Day 3: Before reading

- Review the strategies introduced on Day 1, reminding students of the reasons for rereading.
- Ask students to jointly recall the main ideas for Chapters 1–4 using the work they have completed on Worksheet A.

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. Ask them to note challenging words and where they would reread from.

After reading

- Allow students to complete and share their main idea drawings for Chapter 5 on Worksheet A. Work with students to orally identify the main idea for the whole text.
- Record suggestions and read them together.

Read and write a report

Goals

- To read and write a report
- To identify and talk about a report
- To write a fact file

Reports tell us about a topic. They give us information by listing facts. (who, what, where, when, how, why) Sometimes time words (*today, goes back thousands of years*) are used to link the paragraphs together. Information can also be presented in a graphic form.

- Ask: What do you know about reports? Discuss responses.
- Allow time for students to read *Writing in Code*. Ask: What did you already know about secret codes? What did you learn? Model how to begin writing a fact file using Worksheet B.
- Discuss how to organise a report by sequencing the information in a logical manner. Count the paragraphs and discuss the purpose of the introduction and the final fact.
- Discuss the purpose and features of headings and subheadings. Brainstorm a list of possible subheadings for each section in *Writing in Code*.
- Inform students that they will use the text from the book using Worksheet C.
- Ask them to cut it into meaningful sections, sequence the sections and the graphics and then paste them on a large sheet of paper.
- Read each paragraph and identify the features of the topic that are being written about in each paragraph. Insert subheadings where appropriate.
- Tell students that they can add extra graphic elements to their report.
- Allow time for students to assemble their fact file about secret codes. They prepare by completing the entries on Worksheet B. When they have finished, ask: What are the three main things that the fact file tells us.

Who Cracked the Code?

Worksheet A Identifying the main idea

Name: _____ Date: _____

Draw a picture about the main idea for each chapter of the book.

Chapter 1 The Big Decision	Chapter 2 The Code
Chapter 3 The Cake	Chapter 4 Where's Doris?
Chapter 5 Curly Solves the Mystery	

Write a short sentence about the main idea of one chapter.

Who Cracked the Code?

Worksheet B Writing a fact file

Name: _____ Date: _____

Analyse *Writing in Code*. Make a fact file about secret codes.
When did codes first start?

List the different codes mentioned.

Find three different sentence beginnings.

Find four verbs (action words).

Find a sentence with the word *emails* in it.

Read the concluding sentence and write a different one.

What were the three things the report told us?

Who Cracked the Code?

Worksheet C Reading and writing a report

Name: _____ Date: _____

Writing in Code

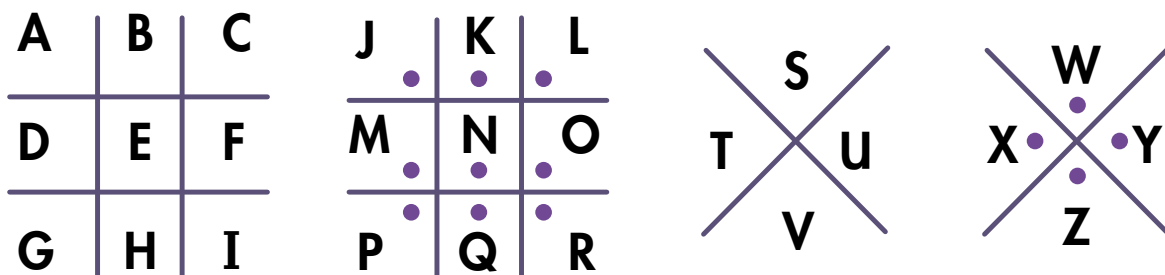
Writing in code goes back thousands of years. Army generals wrote their notes explaining their battle plans in code. That way, if the notes were found by the enemy, the enemy would not be able to read it and know where to attack.

Here are some ways to make codes. You can spell a word using the letter in the alphabet before or after the one in the word. Look at the word **DOG**.

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

DOG in code could be: **EPH** (letters after) or **CNF** (letters before)

This one is called pigpen code. Each letter has some lines and some of them have a dot in a certain place.



So, for the word OLD: O is a 3-sided square with a dot; L is a 2-sided square with a dot; D is a 3-sided square with no dot.

OLD =

Today, emails are encrypted electronically. The people who send and get the emails are the only ones who can read them.