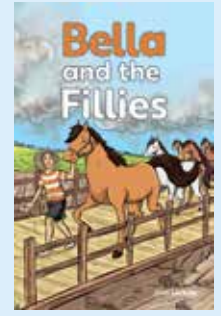


Bella and the Fillies

Stace and Carlo help out at the riding stables in the holidays. But when a bushfire startles the fillies, Stace turns to her beloved horse, Bella, for help. But Bella is getting old – will she be able to bring the fillies to safety?



Reading strategy

Decoding unfamiliar words

- Splitting the word into syllables or chunks and using phonics knowledge to try working out each part
- Thinking about the meaning of the whole sentence
- Asking, Does that sound right? Does that make sense?
- Coming back to the unfamiliar word and trying to read it again

Comprehension focus

- Identifying the sequence of events

Fluency focus

- Reading with a loud, clear voice

Genre focus

- Persuasive text (advertisement)

Day 1: Before reading

- Introduce *Bella and the Fillies* with the blurb. Discuss how the suspense makes us want to finish the story. Read the title together. Read the blurb together.
- Ask students to make predictions about what will happen in the beginning, middle and end of the story. Ask them to record their predictions on sticky notes. Students share their predictions with a partner, then the group. Ask: What makes you think that?
- Discuss how Worksheet A will be used to identify the sequence of events in the story.

During reading

- Introduce the reading strategy and talk about how to decode unfamiliar words by:
 - Splitting the word into syllables or chunks and using phonics knowledge to try working out each part
 - Thinking about the meaning of the whole sentence
 - Asking, Does that sound right? Does that make sense?
 - Coming back to the unfamiliar word and trying to read it again
- Involve students in practising the strategy by splitting the following words into syllables and trying to work out each part: *fillies, stable*.
- 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. Help students to identify the main events and the order in which they happened. Ask: What happened first? Next? Continue with Chapter 2 in the same way.
- Identify unfamiliar words in each chapter and involve students in decoding them.

After reading

- Model how to use Worksheet A and record two significant events that happened in each chapter and the order in which they happened.
- Have students complete Worksheet A independently.

Fluency focus

Read *Stable Hand Wanted* or *Stellar Bella Rap* to students. Discuss how students can use their voice when reading to an audience. Students read *Stable Hand Wanted*. They practise reading in a loud, clear voice and changing the expression and tone to suit the features of the text.

Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- learning to spell bold words
- variant graphemes for /oa/
- use of apostrophe
- variant grapheme for /r/
- assonance

Activity 1 Learning to spell bold words

Involve students in writing out the words that are in bold on Worksheet B. Read the list together, then sound out each word. Have students underline the part of the word that is hard for them to spell. Allow time for students to practise spelling the words, then conduct individual tests to assess their ability to meet spelling challenges.

Activity 2 Variant graphemes for /oa/

Review a range of words with the /oa/ sound spelt in different ways. Find words in the text with variant graphemes for /oa/, e.g. ow, o_e, o (*follow, smoke, over, groan*). Assign students a chapter of the book to identify and record words with the /oa/ sound spelt in different ways. Make a class list categorised according to the variant grapheme-phoneme correspondences.

Activity 3 Use of apostrophe

Discuss the use of an apostrophe for possessives and contractions in the text (*Pippa's* page 6; *didn't* page 27). Have students select eight words with an apostrophe from the book and say whether they are contractions or possessives, e.g. page 32, "Bella's forehead" = the forehead belongs to Bella = possessive; page 23, "they'd" = they had = contraction. Make two columns of words from the text showing the different uses of apostrophes.

Activity 4 Variant grapheme for /r/

Say the word *wrong*. Ask students to write the word. Think of other words starting with /r/ spelt wr, e.g. *write, wrote, written, wrap, wrist*. List and say them. Practise spelling them.

Activity 5 Assonance

Use the phrase *Farewell Bella* to model and explain assonance, which is the use of the same vowel sound with different consonants or the same consonants with different vowels (e.g. *Bella* and the fillies). Discuss examples in the rap, e.g. *Stellar Bella Rap; through the smoke, no joke; And Bella, she was stellar!; Four frightened fillies*. Students help to create phrases that have assonance. Have them record their own definition of assonance and add examples.

Day 2: Before reading

- Involve students in orally summarising the story so far and checking their written predictions about the beginning of the story. Explain how using prior knowledge of a story helps us to make better predictions.
- Students change or add to their predictions about the middle of the story. They share their predictions with a partner, then the group.
- Review strategies for decoding unfamiliar words from Day 1.

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.
- Repeat the process for Chapter 4.
- Identify and sequence the events for each chapter.
- Identify unfamiliar words in each chapter and review strategies for decoding them.

After reading

- Students complete entries for Chapters 3 and 4 on Worksheet A and share their efforts.

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 *Stellar Bella Rap* with students. Volunteers read the rap independently.

Activity 2 Perform the rap: body percussion

Encourage students to move their bodies and clap their hands or click their fingers in time with the rhythm of the rap. Pairs of students create a set of movements to perform as they read the rap.

Activity 3 Identify rhyme

Identify the rhyming words in each verse. Encourage them to identify differences in the way the rhyming words are spelt, e.g. *everywhere/air*.

Activity 4 Identify rhythm

Identify the way syllables work to establish the rhythm. Brainstorm other phrases that repeat the rhythm of the first verse. Read the verses with the substitutions together.

Activity 5 Identify repetition

Read different elements of each verse. Have students create new verses using the same repetitive pattern. The whole class can perform their verses.

Day 3: Before reading

- Involve students in orally summarising the story so far and checking their written predictions about the middle of the story. Explain how using prior knowledge of a story helps us to make better predictions.
- Have students change or add to their predictions about the end of the story. They share their predictions with a partner, then the group.
- Ask students to explain how they decode unfamiliar words.

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 33. Students echo-read the passage. Students do the same with no model on page 34.
- Identify and sequence the events for the chapter.
- Identify unfamiliar words in the chapter and involve students in decoding the words as a group.

After reading

- Students complete their entries for Chapter 5 on Worksheet A. They share their efforts.

Write an advertisement for a job

Goals

- To read and write an advertisement for a job
- To identify and talk about the features of a job advertisement

Advertisements for a job vacancy tell us what the job description is, what the conditions are and other details such as the hours and pay. The title tells what the job is. The advertisement might include technical words or important words. It is written in paragraphs, steps or lists. There might be definitions and descriptions. Mention to students that the job should be open to everyone, regardless of gender, age or any other factors that might exclude candidates.

- Ask: What do you know about 'job' or 'wanted' ads? Discuss responses.
- Review the *Stable Hand Wanted* ad. Discuss how the job description is written. Ask: What did you already know about working with horses? What did you learn? Would you like to apply for this job? Why? Why not?
- List some features of this advertisement. Students identify the different sections in the advertisement and tell the purpose and features of them (role, hours, location).
- Tell students they will write an advertisement for a job. They write a short outline of the work involved. Guide them through the process and have them share their writing to get ideas from each other. Support students to complete the task. Students use Worksheet C to outline their conclusions.
- Model how to write a job description. Compose a draft of an advertisement on the board or a large sheet of paper as students are writing. Demonstrate some steps for editing it to make it more persuasive.
- Read the advertisement aloud with students, then ask: Does it sound persuasive? Does it make sense? Would it persuade you to apply for the job? What changes should we make? Model how to edit your advertisement to make it sound more persuasive.
- Have students choose a job such as leaflet delivery, an acting role or other category to write a job description and the way to apply. They can use the internet to write down terms and to check the definition of any terms.
- Listen to students read their published advertisements noting the title, the tone of the writing, the use of persuasion, their ability to edit and proofread their writing and the way the text has been presented.
- Listen for important words and phrases from the list of features of a persuasive text as they are sharing. Model how to edit to make a job description easy to understand.

Bella and the Fillies

Worksheet A Identifying the sequence of events

Name: _____ Date: _____

List two events that happened in each chapter in the correct sequence.

<p>Chapter 1: Event 1:</p> <p>Event 2:</p>	<p>Chapter 2: Event 1:</p> <p>Event 2:</p>
<p>Chapter 3: Event 1:</p> <p>Event 2:</p>	<p>Chapter 4: Event 1:</p> <p>Event 2:</p>
<p>Chapter 5: Event 1:</p> <p>Event 2:</p>	

Bella and the Fillies

Worksheet B Developing fluency

Name: _____ Date: _____

Shade a box every time you practise reading this text. (pages 30–34)

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“We heard **about** the **fire**,” Maddy said.

“We were biking **here** to make sure **you** were okay, but Evie got a **puncture** on the way.”

She pointed behind **her**. “Luckily, Jeff gave us a lift. He...”

Carlo cut her off. “The fire was really bad. It came so close. The smoke made the fillies **crazy**. They...”

I wasn’t listening. I was watching Pippa talking to Jeff. He nodded and smiled then took the bikes out of the float and drove off.

Pippa came over and patted Bella’s forehead. “Bella’s staying here with us,” she said. “She can hang out and keep an eye on the fillies for us!”

“**Yahoo!**” I cried.

I did a little dance. Harry **laughed**.

“That’s funny! **Where** was Bella going?”

“That’s a long story,” Carlo said. “Come on everyone, I’ll tell you all about it while you’re helping muck out the stables.”

“That’s not fair!” said Team Turbo.

Remember to read with a loud, clear voice.

Bella and the Fillies

Worksheet C Reading and writing an advertisement

Name: _____ Date: _____

What is the purpose of the advertisement?

Find an example of a word used for persuasion, e.g. opportunity.

Find examples of four verbs (doing words), e.g. clean.

Find example of two adjectives (describing words), e.g. successful.

Who is the advertisement written for?

What information about the job could you add to the advertisement?