

Finding the Safe

Team Turbo decided to go to the cave under the cliffs in the holidays. On the way they found some money and a safe on the path. It was Stace and Doris, the dog, who helped the police to catch the thieves.



Reading strategy

Using prior knowledge to make predictions about and connections with the text

- What do I know about this situation?
- Has this ever happened to me?
- What will happen next?
- What similar texts have I read?

Comprehension focus

- Identifying the author's purpose

Fluency focus

- Adjusting the pace, volume and expression to suit the reading situation

Genre focus

- Newspaper report

Day 1: Before reading

- Look at the cover and read the title together. Students identify the word *safe*. Discuss what a safe is and whether students have seen one. What do they know about safes?
- Have students make two written predictions about what the book might be about. Show the title page illustration and allow time for students to add to or change their predictions. They share and compare their predictions with a partner and the rest of the group.
- Introduce the reading strategy by discussing the importance of using prior knowledge to make predictions about and connections with the text. Ask: How does this help readers?
- Review the questions readers can ask to help with this reading strategy.

What do I know about this situation?

Has this ever happened to me?

What will happen next?

What similar texts have I read?

- Ask students to find and read the blurb to themselves. Then choral read it together.
- Have students refine their predictions.

During reading

- Read the heading of Chapter 1. Encourage students to make connections with the text. Ask: What does the heading suggest? How could this link to a safe? Discuss responses.
- Read the opening of the chapter, 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. Ask students to share stories of their own school holiday activities.

- Read the heading of Chapter 2. Ask students to predict how the money got on the path. Read the opening of the chapter, 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.
- Discuss the importance of identifying who is telling a story (voice). Have students identify the narrator for *Finding the Safe*. (Look at page 4 to confirm.)

After reading

- Review the idea of making connections with the text. Explain that these are things from our own lives that the text makes us think about. Read Worksheet A and model how students should make entries for Chapters 1 and 2.
- Allow time for students to record, share and compare their entries.

Fluency focus

Read the *Children in Safe Return* or the *Crime-Fighting Dog* rap with students. Discuss how to use your voice when reading to an audience. Students practise varying the pace of reading in response to the punctuation marks.

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:

- words from the same base word
- variant graphemes for /j/
- variant graphemes for /z/
- the schwa sound

Activity 1 Words from the same base word

Write, read and spell the word *safe* together. Identify it as a base word and have students create more words using the base word *safe*, e.g. *safely*, *safety*, *safest*. Discuss the grammatical status of each word (adverb, noun, superlative). Repeat the process for other base words such as *note*, *smile*, *argue*.

Activity 2 Variant graphemes for /j/

Write the word *edge* and ask students to read it slowly together, blending the sounds. Ask: What sounds do you hear in this word?? (/e/ /j/) Underline the letters that make the /j/ sound. Brainstorm other words with the spelling pattern of dge making the /j/ sound, e.g. *fridge*, *hedge*. Have students record the list and underline the /j/ sound. Brainstorm other words with the /j/ sound and list them according to the spelling of the /j/ sound, e.g. *cage* (ge), *gem* (g). Read the words.

Activity 3 Variant graphemes for /z/

Ask students to find and list interesting words from *Finding the Safe* with the /z/ sound spelt in different ways, e.g. *deserve*, *praised*. Have students quietly read their lists and underline the letter/s that make the /z/ sound. Think of other words that have the letters zz, se or ze representing /z/, e.g. *buzz*, *snooze*, *cheese*. List, sort and read the words.

Activity 4 The schwa sound

Display the words *closer* and *treasurer*. Say the words together. Notice that the er on the end sounds like a shortened version of /u/. This is the schwa sound. Brainstorm other words to list and read with the schwa sound, e.g. *teacher*, *farmer*, *higher*.

Day 2: Before reading

- Review the strategy of making predictions about and connections with a text and how this helps the reader.
- Recall the story so far, including possible reasons why the money was on the path.
- Allow time for students to check the next two chapter headings, add to their original written predictions, then share them with the group.

During reading

- Read Chapter 3 with students, stopping at appropriate places to ask questions. After reading "*Don't worry, Curly!*" Pumpkin patted the top of his head. "*I'm just going to help you spend it!*" ask: What sort of relationship do you think Curly has with Pumpkin? What evidence did you read in earlier chapters to justify this view? ("*He always copied whatever Pumpkin said.*" page 15)
- 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. At the end of the chapter have students share their ideas about the significance of the piece of cloth that Doris found.

After reading

- Review and model how to make connections with the text for Chapters 3 and 4 on Worksheet A.
- Students complete the worksheet. Remind them to draw on prior knowledge and experience 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 *Crime-Fighting Dog* 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

Identify the rhyming words in each verse. Encourage them to identify whether the rhyming words are spelt with the same or different graphemes. Brainstorm a list of words that could have been used in the rap. Group the words according to the grapheme-phoneme correspondences.

Activity 4 Make a readers' theatre script

Have students work in groups of three. The group decides which member will read what line individually and which lines/words they will read together. Students practise varying the volume of their voices to add another dimension to the sound pattern. They perform their scripts for the class.

Activity 5 Publish a rap

Have each student reread the rap and produce their own rap verse about one aspect of crime fighting. Have students use a device and add graphics to their rap. They jointly publish their raps as one book along with other details about crime fighting. Identify the cover features of books that are made up of collections of stories. Have students include all of these features in their publication of raps.

Day 3: Before reading

- Review the reading strategy by inviting students to discuss how making predictions about a text helps them.
- Allow students to retell the story so far and check their written predictions with a partner.
- Students can make additions or changes to their predictions after reading the Chapter 5 heading.

During reading

- Read the first two pages of Chapter 5 to students, asking them to note where you varied the reading to suit the situation.
- Students take over, choral reading the rest of Chapter 5 together. Discuss the ending and allow time for students to confirm or negate their predictions.
- Have students talk about unfamiliar words in the chapters, e.g. *couple*, *station*, *alarm*, *argue*, *arguing*, *caught*. Involve students in decoding the words.

After reading

- Allow students to complete their connections with the text for Chapter 5 on Worksheet A.

Become a newspaper reporter

Goals

- To read and understand a newspaper report
- To identify and talk about the features of a newspaper report
- To compose and record features of a newspaper report

Newspaper reports tell us about a real event or community news. They include information about the “what, where, when, who, how, why” details. The text is written in the past tense. They are written in paragraphs and they begin with a headline.

- Ask: What do you know about newspaper reports? Allow time for students to quietly read *Children in Safe Return* and identify the purpose of each paragraph.
- Model how to get started by brainstorming a list of different headlines for this newspaper report, then involve students in jointly constructing an opening sentence for two of the suggested headlines.
- Read the comments included in *Children in Safe Return* and work backwards to identify some of the questions that may have been asked of Benjy and Evie. Help students to begin work by modelling how to compose a question to ask a member of Team Turbo involved in the adventure.
- Look at the comments quoted from the interviewees and review the use of quotation marks.
- Discuss how the report could have a graphic. Students could add a diagram of the cliff path. Students can compose extended labels for a diagram. Remind them to use the illustrations from the book to help them with their diagrams.
- Brainstorm a list of things students know about being honest if you find something valuable that is obviously lost.
- Listen to students as they share their work on Worksheet B, noting their ability to create headlines, compose opening statements, questions and answers and add another quote to a newspaper report.

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Worksheet A Identifying the author's purpose

Name: _____ Date: _____

What connections can you make with the story?

<p>Chapter 1, Going to the Cave Jot down five things you have done in the school holidays.</p>	<p>Chapter 2, How Did it Get Here? How do you think the money got on the cliff? Jot down your ideas.</p>
<p>Chapter 3, Lots of Money Write down five things you know about dogs and how they help people.</p>	<p>Chapter 4, Reporting the Safe What would you do if you found money lying on a path?</p>
<p>Chapter 5, Catch the Thief Do you think the ending of the story was a good one? Give reasons why or why not.</p>	

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Worksheet B Reading and writing a report

Name: _____ Date: _____

Make up three different headlines for the newspaper report *Children in Safe Return*. Add an opening sentence beneath each headline.

Conduct an imaginary interview. Ask three questions and make up some answers.

Name of person being interviewed:

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Use your interview questions and answers to add another quote to the newspaper report.

Make a diagram of the cliff path where the money was found to go with the report.