

Game On!

Flicker is Harry's favourite gamer. When Flicker plans to livestream his latest game, Harry is determined to be there. But the bus breaks down so Team Turbo has to watch from outside. That's when Harry notices something suspicious and gets to save the day and livestream with Flicker!



Reading strategy

Being positive about reading

- Read with confidence
- Scan the text before reading
- Use prior knowledge to predict and make connections
- Listen to and watch others read
- Practise reading with others and independently

Comprehension focus

- Predicting outcomes and identifying the main idea

Fluency focus

- Recognising and reading important words with confidence

Genre focus

- Transactional text (interview)

Day 1: Before reading

- Introduce *Game On!* by reading and discussing the title. Students discuss what they think is happening in the cover illustration.
- Define the words *Game On*. Have students make predictions about what the game might be and what it means if someone says "Game on!"
- Allow time for students to scan the book including the contents page to check their predictions and to share any other discoveries they make.

During reading

- Introduce the reading strategy by discussing the importance of being positive about reading and the benefits of being a good reader. List the skills that positive readers use:
 - reading with confidence
 - scanning the text before reading
 - using prior knowledge to predict and make connections
 - listening to and watching others read
 - practising reading with others and independently
- Involve students in practising the strategy by having them apply the skills as they read the title and blurb with a partner. Ask: Were you confident as you read? What made you confident?
- Read the Chapter 1 heading and discuss the use of the word *update*. Ask: What does the word suggest? Students use their own experience of games to make predictions.
- Read the opening of Chapter 1, then have students take over, choral reading it together. Remind them that reading with others helps confidence in reading and being positive about reading. Stop at appropriate places to ensure understanding. Ask: Why didn't Harry tell Team Turbo why he wanted them to meet at the Surf Club?

- Ask questions that will help students reflect on what has happened and the relationships between characters, e.g. on page 8, why did Carlo say, “We could be famous!”?
- Talk about Harry’s role in the story so far. Identify the significant events and the main idea of the chapter. Have students check their predictions for the chapter and confirm or negate them.
- Read the Chapter 2 heading and have students make predictions about what Team Turbo might be going to do and why. Repeat the process above to read Chapter 2. Ask: Why was Benjy’s idea important? Discuss what “sopping” means on page 14.

After reading

- Distribute Worksheet A and discuss expectations. Model how students should make entries for Chapters 1 and 2. Remind them that they will need to reread the text to identify significant events.
- Students write the main ideas for Chapters 1 and 2.

Fluency focus

Read *Electra Foiled* or *Great Grandma Gaming Rap* with students. Discuss how you use your voice when reading to an audience. Students recognise and read important words with confidence.

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:

- alliteration
- variant grapheme for /o/
- reading and spelling unfamiliar words
- variant grapheme for /ch/

Activity 1 Alliteration

Introduce the term *alliteration* and explain that it is a strategy used by writers to make their writing more interesting. Alliteration occurs when two or more words have the same initial sound(s) in them, or the same beginning letters, e.g. *Team Turbo*. Ask students to find instances of alliteration in *Electra Foiled*, e.g. *livestream launch*, and in *Great Grandma Gaming Rap*. Write these on the board and identify the sounds that are repeated by underlining the letters that represent the sounds. Have students apply understanding about alliteration to make an alliterative name card for a character in the story or for their own name, e.g. *Marvellous Maddy, Happy Harry*.

Activity 2 Variant grapheme for /o/

Display the word *wash*. Say the word together. Notice the sound that the a makes. (/o/) Think of more words that have the sound /o/ written as a, e.g. *wander, wasp, swan, was*. Practise saying and spelling them.

Activity 3 Reading and spelling unfamiliar words

Involve students in listing words that are unfamiliar in alphabetical order. Have them break the words into chunks and underline the part(s) of the words that are challenging to decode. Allow time for them to practise reading, sounding out and spelling the words. Model a range of strategies for remembering how to spell challenging words, such as *competition*, *notification*, *sabotage*, *foiled*, *splotches*, *launch*, *venue*. Review any variant graphemes that are challenging for the students, then provide time for them to study and learn to spell the words. Discuss the meaning of the words.

Activity 4 Variant grapheme for /ch/

Write the following words on the board: *chosen*, *launch*, *cheer*. Read them together and identify the common element. (the /ch/ sound) Underline the ch in each word and discuss the fact that the two letters together make one sound. It is called a digraph. Brainstorm other words with /ch/ sound, e.g. *reach*, *chin*, *children*. Have students record the words and read them. They note the position of the digraph /ch/ in each word. Look for words with the variant grapheme tch for /ch/, e.g. *watch* (page 11), *splotches* (page 6). Practise saying them, noticing that tch is one sound. Brainstorm more words with tch for /ch/, e.g. *kitchen*, *witch*, *match*. Record and read the words.

Day 2: Before reading

- Review how having a positive attitude helps us improve as readers and the importance of drawing on what we know about texts, words, letters, sounds, grammar and punctuation when we read. Discuss how this knowledge helps us make good predictions about the text.
- Involve students in orally summarising the story so far.
- Allow time for students to read the next two chapter headings and make predictions.

During reading

- Read the opening of Chapter 3 to students, stopping at appropriate places to pose questions that will help students develop understanding.
- Then students take over the reading in pairs, taking 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. Stop at appropriate places to identify significant events and the main idea of the chapter.
- Repeat the process for Chapter 4.

After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A and review how the main ideas were reached for Chapters 1 and 2.
- Model the process and allow time for students 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 *Great Grandma Gaming Rap* by Harry Gill to students, then choral read it together. Volunteers read the rap independently or with a partner.

Activity 2 Perform the rap

Encourage students to move their bodies, clap their hands or click their fingers in time to the rap.

Activity 3 Identify rhyme

Identify the rhyming words in each verse. Have students substitute other rhyming words that make sense in one of the verses.

Activity 4 Make a readers' theatre script

Have students work in pairs and decide which lines they will read independently and which lines they will read together. Have students perform for the class using their scripts.

Activity 5 Create a new rap

Have students work together to write a new rap about the Game On competition, using the same rhyming pattern and rhythm.

Day 3: Before reading

- Review the reading strategy, saying that when they look at a page, students should be positive and think to themselves, "I can read this page".
- Review the text features which help make story predictions (title, chapter heading, sentences and important words).
- Have students make predictions about how the story might end and share these with the group. Use prior knowledge about story endings to help with predictions.

During reading

- Read Chapter 5 with students, stopping at appropriate places to confirm or negate predictions.
- Model reading dialogue with expression on page 30. Students echo read the passage. Students do the same without a model on page 31.

After reading

- Allow students to complete their main idea statements for Chapter 5 and the whole story on Worksheet A.
- Students return to the group to discuss and compare these.

Become a TV interviewer

Goals

- To read and write an interview
- To identify and discuss the features of a written interview

Tell students that interviews are often conducted with people who have done something newsworthy. They are published so the reader can get to know the person and share their experience. The interviewer researches the person and what they did and makes a list of closed and open-ended questions. They keep the audience in mind when preparing questions. A good interviewer allows the guest to do most of the talking.

- Ask: What do you know about oral and written interviews? What is the difference?
- Allow time for students to quietly read *Electra Foiled* then discuss how the text is organised. Discuss the question-and-answer format.
- Students read the text with a partner, with one being responsible for reading the questions and the other reading the answers.
- Distribute Worksheet B and model how to use the format to record statements and questions.
- Discuss the difference between statements and questions and the purpose of each. Use the questions “Did Electra get caught?” and “What gave Electra away?” to demonstrate the difference between a closed question and an open-ended question. Have students think of an open-ended and a closed question to share.
- Students complete the task on Worksheet B, conducting an interview with Harry. They edit their interview and proofread it. They publish the interview to use as a script.
- Students work with a partner to rehearse a presentation of their interview. They practise their scripts and conduct their interview for the group.

Game On!

Worksheet A Identifying the main idea

Name: _____ Date: _____

Identify the main idea in each chapter.

Chapter 1:

Chapter 2:

Chapter 3:

Chapter 4:

Chapter 5:

Identify the main idea of the whole story. The author wants the reader to think about...

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Worksheet B Reading and writing an interview

Name: _____ Date: _____

Make a list of statements and questions to use in an interview with Harry.

Interviewer	Opening statement
Harry	Response
Interviewer	Question
Harry	Answer
Interviewer	Question
Harry	Answer
Interviewer	Question
Harry	Answer

Edit, proofread and publish your interview. Conduct your interview.