

Grom Comp Day

Grom Comp Day was the day on which Carlo wanted to show what a good surfer he was. Maddy set up a sandwich stall and Team Turbo watched the competition excitedly. But when Carlo's board broke in two, he ended up winning a different prize altogether.



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

- Making inferences

Fluency focus

- Varying the pace of reading to build suspense

Genre focus

- Explanation

Day 1: Before reading

- Introduce the book. Allow students to make predictions about the content by looking at the title, cover illustration and blurb, then choral read it together. Engage them in sharing their knowledge and experience of surfing.
- Allow time for students to scan the book, including the contents page, to quickly see who they think the main character will be and to note features of the storyline.
- Invite students to use their prior knowledge of the characters and surfing to make their predictions and share them with the group.
- Introduce the reading strategy by discussing the importance of being positive about reading. 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 independently
- Explain that we do this to aid fluency and comprehension.
- Say: Sometimes authors weave messages into stories to make us think about ourselves. Name some well-known stories and discuss messages in the texts.
- Explain that we understand stories much better when we think about the messages and what is implied in the writing. This means that sometimes we have to read between the lines, which means getting to the less obvious meanings and understanding the text at a new level.

During reading

- Read the title for Chapter 1 and ask: What do you think this chapter will be about? Discuss responses.

- Read the chapter with students, then ask: Do you think Stace will feel like this throughout the story? Why or why not?
- Jointly describe Stace's attitude, e.g. "*You don't need one*", "*Maddy organised the rest of us*".
- Encourage students to make inferences. Ask: If this story is about a competition that doesn't go as planned, what messages do you think are woven into the text?
- List responses on chart paper headed "Predicted Messages".
- Support students in moving beyond the literal meanings of the text by working through it together using a "read, stop, think, discuss" approach. It's helpful to demonstrate how to create a mental model of the text as students read, by explaining what you think at a given point, and flagging when a new piece of information comes up that changes what you think.
- Discuss the way Team Turbo speaks and highlight features of surfing language by rereading excerpts together, e.g. "*It was Grom Comp Day*" or "*You'll cruise it!*"
- Have students reread Chapter 1 in pairs. Move between pairs and listen to students reading. This is a good chance to find out if they have any issues with decoding, fluency or comprehension.
- Students scan the Chapter 2 heading and illustrations and predict how Carlo will feel about going surfing. Encourage them to justify their opinions.
- Repeat the rest of the process with Chapter 2.

After reading

- Read Worksheet A and model how students can use excerpts from the text to read between the lines to show what the other characters are thinking.
- Have students add thought bubbles for Chapters 1 and 2.

Fluency focus

Read *Surfing Terms* or *Surf Lingo Rap* with students. Discuss how a reader should use their voice when reading to an audience. Students read *Surfing Terms*. They practise varying the pace of reading to build suspense.

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:

- variant graphemes for /ar/
- abbreviations
- opposites
- figurative language
- variant graphemes for /or/

Activity 1 Variant graphemes for /ar/

Invite students to find words with the /ar/ vowel sound in the text then list them on a chart, e.g. *Carlo, start, hard, arm, half*. Have students name variant graphemes for the /ar/ sound in the words and underline these on the list. Brainstorm more words with the /ar/ vowel sound to add to the list, eg. *calm, rather, cast, plaster, part*. Group them according to how the /ar/ sound is spelt (ar, al, a), e.g. *vast, after, plant, father* (a); *calm, calf* (al). Then read the list together.

Activity 2 Abbreviations

Discuss what an abbreviation is – shortened form of words, or letters standing in place of a word. Direct students to look at the title. Ask: What is it short for? (grommet competition) Brainstorm abbreviations the students know and create a list of them with the full version alongside, e.g. *OK/okay, email/electronic mail*.

Activity 3 Opposites

Discuss the meaning of *opposite*. Brainstorm a list of opposites, e.g. *happy/sad, left/right, big/little*. Have students use a chapter of the text to find five words. They write the words and their opposites, e.g. Chapter 1: *good/bad, gentle/strong, biggest/smallest*.

Activity 4 Figurative language

Discuss the meaning of figurative language. (When an author describes an object by comparing it to something, the word helps to create an image or picture in the reader's mind.) Have students look for examples in the text and discuss their meaning. For example, on page 19, *Using a board like that in a surf contest is like trying to race the space shuttle in a hot-air balloon!*; on page 20, *Try and be more like your surfboard - and snap out of it!* Brainstorm other examples of figurative language and record, read and discuss the pictures they create in the reader's mind.

Activity 5 Variant graphemes for /or/

Record the following words on the board, *your, shore, formed, saw, all*. Read the words together. Ask: What sound can you hear in each word? What variant graphemes represent the /or/ sound? Underline the letters that make /or/. Have students add other words with the /or/ vowel sound to the list, e.g. *ignore, according, also*. They record the words and learn to read and spell them.

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.
- Involve students in orally summarising the story so far.
- Allow time for students to read the next two chapter headings and discuss the implied meanings. Involve them in orally retelling the story so far through Stace's eyes.

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. Pose questions that will help students develop understanding. Ask: What could you say about Pumpkin and Carlo as they competed in the competition? Why did Carlo change his mind about using the big board?
- Repeat the process for Chapter 4 after orally predicting who will win the competition. Ask: What do you think will happen to Doris? And Carlo? Continue to read, stopping where appropriate to prompt students to infer meaning from the text.

After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A. Students complete thought bubbles for Chapters 3 and 4. Remind them of the importance of rereading parts of the text to get to the hidden meanings.

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 *Surf Lingo 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. Note any deviations and discuss. Identify the words that rhyme and those that don't. 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 syllables work to establish a rhythm. They identify the rhythm that is established when the last two lines are read as one. Students brainstorm other phrases with a similar rhythm that could be introduced. They practise varying the volume of their voices to add another dimension to the sound pattern.

Activity 5 Publish a rap

Have each student produce their own rap about one aspect of surfing. They use a device and add graphics and jointly publish their raps as one book along with other details about surfing.

Day 3: Before reading

- Review the reading strategy by inviting students to recall the things they can do to show that they have a positive attitude towards reading.
- Discuss how making inferences aids comprehension of the story.

During reading

- Read the opening of Chapter 5 to students, then students take over choral reading it together. Focus on fluency. Discuss the way Carlo responded when he reached Doris. Ask: Why did everyone cheer? Why did Team Turbo cheer when Pumpkin was awarded the trophy? Why was Doris asleep at the prize giving?
- Encourage students to share any inferred messages in the chapters.

After reading

- Discuss expectations for Chapter 5 on Worksheet A, then have students complete the task.

Publish a report

Goals

- To read and write an explanation text
- To identify and talk about the features of an explanation text

Explanations tell us how things work and what they are. They make things clearer for the reader. The title tells what the explanation will be about. They might include technical words or important words. They are written in paragraphs, steps or lists. They use definitions and descriptions.

- Ask: What do you know about explanations? Discuss responses.
- Students read *Surfing Terms*. Discuss how the definitions are written. Ask: What did you already know about surfing? What did you learn?
- Model how to write definitions. Explain that a list of terms can be written as phrases rather than complete sentences.
- Have students choose a sport, a music group, movies or other category to write an explanation about. They use the internet to write down terms and to check the definition of their terms.
- They write their own lists and definitions on Worksheet B.
- Model how to edit to make an explanation text easy to understand. Use sample definitions from students' explanations.
- Have students apply the same editing process to edit their own list and add an appropriate title.
- Talk to students about how we read explanations and the purpose of their features. Listen for important words and phrases.
- Invite students to share their work on Worksheet B with others.

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Worksheet A Making inferences

Name: _____ Date: _____

Draw a thought bubble with text for each chapter.

Chapter 1, page 6

What was Stace really thinking when she said, "You don't need one"?

Chapter 2, page 14

What did Maddy really mean when she shouted, "Go! Go! Go!"?

Chapter 3, page 19

What was Pumpkin really thinking when he said, "You could use mine!"?

Chapter 4, page 22

What was Carlo really thinking when he smiled?

Chapter 5, page 34

What does the author really mean by, "the perfect board for next year's Grom Comp."?

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Worksheet B Reading and writing an explanation

Name: _____ Date: _____

Write a category you have chosen.

Write your list of terms and their definitions.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	