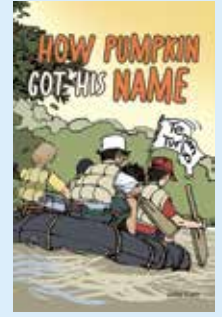


How Pumpkin Got His Name

Pumpkin Patterson's real name was Porter Patterson. When the Saltspray River Raft Rumble Shield race took place, something happened on the finish line. Team Turbo always called him Pumpkin after that.



Reading strategy

Rereading

- Prompt students 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

- Making inferences

Fluency focus

- Using expression and character voices when reading dialogue

Genre focus

- Personal narrative

Day 1: Before reading

- Introduce *How Pumpkin Got His Name*. Ask students to predict on sticky notes what will happen in the story, then share their predictions.
- Ask: What makes you think that? Help students to justify their predictions.
- Tell students that 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

- Introduce the strategy of rereading to:
 - Prompt students 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.
- Read the opening of Chapter 1 with students. Ask: Did you notice that I reread parts of the text? Why did I do this? Discuss responses and list the reasons for rereading. Explain that rereading is a strategy they could use when they are having difficulty reading or understanding a text.
- Students take over reading in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!), practising the rereading strategy. 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.

- Read page 7 to find the word *engraved*. Reread the whole sentence to clarify the meaning of *engraved*. Ask: What part of the sentence helps with understanding?
- Allow time for students to read parts of Chapter 1 to practise the rereading strategy.
- Encourage students to make inferences. Ask: If this story is about how Porter got his nickname, 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.
- Reread page 8. Ask: What does Porter mean when he says "*You must have a very fast raft.*"?
- Read on to page 9, "*I thought that was a pack of donuts!*" Ask: What does Porter mean when he says this? Discuss responses.
- Repeat the process for Chapter 2.

After reading

- Distribute Worksheet A and discuss expectations. Model how students can read between the lines to show what characters are really thinking. Remind them that they will need to reread the text that comes before and after to help them.
- Have students add thought bubbles for Chapters 1–2.

Fluency focus

Read *My Diary* or *The Raft Rap* with students. Discuss how the reader uses their voice when reading to an audience. Students read along with *My Diary*. They read pages 6-7 of the story and practise using expression and character voices when reading dialogue.

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:

- comparatives and superlatives
- writing a glossary
- compound words
- variant pronunciations of oo

Activity 1 Comparatives and superlatives

Draw three objects. Say: This one is big. This one is bigger (comparative), but this one is the biggest (superlative). Tell students that comparatives compare two things and superlatives compare more than two things. Model the process of forming comparatives for other words that have *er* and *est* added, e.g. *high*, *thick*, *mean*. Direct attention to the words *wider*, on page 15 and *oddest* on page 37. Tell students that when a base word ends in "e", make a

comparative by adding *r* (*wider*) or *st* for a superlative (*widest*). When a base word ends in “y”, it will change to an “i” before adding *er* or *est*: happy, happier, happiest. Direct attention to the words *best* and *worst* on page 36. These are superlatives. Discuss what the base words and comparatives are. These are exceptions (*good, better, best; bad, worse, worst*). Have students use these rules to write comparatives and superlatives for *deep* and *strange*.

Activity 2 Writing a glossary

Direct students’ attention to the glossary on page 40 and discuss its purpose and features. They select four rafting words and record them on a chart in alphabetical order, e.g. *current, inflatable, lifejacket, paddle*. Guide students in the use of a dictionary to find definitions. Have them add definitions to their chart. Students check to see if any of their words were included in the glossary at the back of the book.

Activity 3 Compound words

Ask students to define compound words. Model how two words have been joined together without a hyphen to make one word, e.g. *every + one = everyone*. Ask students to find or think of five compound words each. They list their words in alphabetical order, e.g. *horsepower, lifejacket, sandbank, birthday*. Together construct and record an alphabetised list of students’ compound words. Write the two words that were joined alongside each compound word. Discuss the meaning of the two words and the compound words that resulted.

Activity 4 Variant pronunciations of oo

Brainstorm a list of words with *oo* in them (*pool, book, took, school*). Record the words on the board then read them together. Ask: What do you notice about the sound that the *oo* makes? Involve students in classifying the words into groups according to the sound that the *oo* makes, i.e. *pool* and *school* have a different sound to *book* and *took*. Students create a chart with lists of /oo/ words according to the sound of the vowel. They can use *book* and *pool* as headings. They search for words from the text to add to the chart and share it with a partner.

Day 2: Before reading

- Reread the list of predicted messages from Day 1, then have students summarise the story so far.
- Provide positive feedback to those who mention some of the inferred messages as well as the literal meanings.

During reading

- Repeat the “read, stop, think, discuss” approach and work through Chapters 3–4.
- Stop on page 22 at *castle*. Ask: Why was Harry keener after losing a paddle? Why did he shout “Paddle” without having a paddle?
- Continue to read together, stopping where appropriate for students to infer meaning.

After reading

- Have students complete thought bubbles for Chapters 3–4 on Worksheet A and share. 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 Raft 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 spelling patterns. Brainstorm a list of words that could have been used in the rap. Group the words according to spelling patterns.

Activity 4 Make a readers' theatre script

Have students work in groups of three. The group decides which member will read which lines 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 raft racing. Have students use a device and add graphics to their rap. They jointly publish their raps as one book along with other details about raft racing. 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, reminding students of the reasons for rereading.
- Invite 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 opening of Chapter 5 to students, asking them to note where you varied the reading to suit the action.
- Continue reading the chapter together. Discuss the ending and allow time for students to confirm or negate their predictions on their sticky notes from the start of the lesson.
- Have students talk about unfamiliar words in the chapters, e.g. *grateful*, *bridge*, *vanished*, *wiping*, *nickname*. Involve students in decoding the words by splitting them into chunks or syllables.
- Ask students to note challenging words and where they would reread from.

After reading

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

Write a personal narrative (diary)

Goals

- To read and write a personal narrative text
- To identify and talk about a personal narrative text

A personal narrative describes an experience in the writer's life. A diary is an example of a personal narrative or recount. It is written in the first person. It includes interesting details and time-order words to describe the event. Sad, funny or amazing details help the reader to imagine what it would have been like to be there for the experience.

- Ask: What do you know about personal narratives? Discuss responses. Ask: Who keeps a diary?
- Students read *My Diary*. Have them talk about Taylor's diary and how it should be read.
- Find and read the different features of the personal narrative together. Ask: What is this personal narrative telling us about? What parts tell about the what, who, when and how? What parts tell us about how Taylor was feeling?
- Give each student a copy of Worksheet B and outline expectations.
- Students brainstorm a list of experiences to write about. Provide support for those who need it by helping them choose an experience and suggest some opening sentences.
- Have students complete their narrative over a number of sessions, including editing, proofreading and publishing their writing. Review the editing process – read, reread, make changes by adding, deleting and changing words if necessary.
- Listen to students read their diary entries. Talk to them about how we read personal narratives and the purpose of the features. Listen for important words and phrases when they are sharing.

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Worksheet A Making inferences

Name: _____ Date: _____

Draw a thought bubble with text for each chapter.

<p>Chapter 1, page 6 What was Benjy thinking when he said, "All the racing teams have names like this."?</p>	<p>Chapter 2, page 15 What was Harry thinking when he got hit by something red and squishy?</p>
<p>Chapter 3, page 19 What was Stace thinking when she said, "Horsepower!"?</p>	<p>Chapter 4, page 22 What was Harry thinking when he said, "Paddle! Paddle! Paddle!"?</p>
<p>Chapter 5, page 34 What did Benjy mean when he said, "You just got pipped."?</p>	

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Worksheet B Reading and writing a personal narrative

Name: _____ Date: _____

Analyse "My Diary" personal narrative. When did the experience happen?

List the people who Taylor writes about.

Find three different sentence beginnings.

Find four verbs (action words).

Find a sentence with the word "exciting" in it.

Read the concluding sentence and write a different one.

What were the three main things that the personal narrative told us.

Write your own personal narrative on paper or a device.