

# Lights, Camera, Action

There is a film crew in town and they are looking for extras. Team Turbo starts practising their acting and singing. Then they get a flyer saying that the tryouts will be on The Donut. So they paddle off across the bay.



## 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 the story with suspense and discuss how this makes us want to finish the story. Read the title together. Read the blurb, then choral read it 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.
- 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 on the words *flyer*, *screen*.

## During reading

- 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 that they happened. Ask: What happened first? Next? and so on.

- Repeat the process with Chapter 2. 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 they happened.
- Have students complete Worksheet A independently.

## Fluency focus

Read *Be Extra-Special!* or *The Film Star Rap* to students. Discuss how to use their voice when reading to an audience. Students read *Be Extra-Special!* They practise reading in a loud, clear voice and changing the expression and tone of their reading 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 on Worksheet B
- variant graphemes for /igh/
- capitalisation for effect
- variant graphemes for //
- assonance

### Activity 1 Learning to spell bold words on Worksheet B

Involve students in writing the words that are bold on Worksheet B. Read the list together. Have them underline any parts of a word that are hard for them to remember when spelling the word. Allow time for students to practise learning the words, then they test each other in pairs.

### Activity 2 Variant graphemes for /igh/

Write the word *light* and ask students to identify the letters that make the sound /igh/. Assign each student a chapter of the book and have them identify and record words with the /igh/ sound. Make a class list of the words and have students categorise them according to the spelling of /igh/, e.g. *i\_e (online)*, *y (try)*, *i (kind)*, *ie (cries)*.

### Activity 3 Capitalisation for effect

Discuss the use of capitals for effect or emphasis in the word *HELLOOOO* in the text (page 17). Have students select four sentences from the book and write an appropriate word in each sentence in capitals, e.g. *What a HUGE mess!* (page 20) Read the sentence with and without the capitals to hear the different effect.

## Activity 4 Variant graphemes for /l/

Say the words *middle*, *paddle*, *animal*. What sound do students hear at the end of the words? Write the words. What letters make the sound /l/? Look for other words in the text with /l/ spelt as le or al (e.g. *trouble*, *people*, *available*, *dial*, *special*). Brainstorm other words with these spellings, e.g. *apple*, *petal*. List the words according to spelling and read them.

## Activity 5 Assonance

Use the phrase *playing games* (page 20) to model and explain assonance which is the use of the same vowel sound with different consonants or the same consonants with different vowels. Discuss examples in the rap, e.g. *a smile on my dial*, *flair to spare*. 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 the strategy 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 *The Film Star Rap* with students. Volunteers read the rap independently.

## Activity 2 Perform the rap: body percussion

As you read the rap, encourage students to move their bodies and clap their hands or click their fingers in time. Pairs of students create a set of movements to perform as they read the rap.

## Activity 3 Identify rhyme

Students identify the rhyming words in each verse. Encourage them to identify differences in the way the rhyming words are spelt, e.g. *hair/everwhere*.

## 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 substitutions together.

## Activity 5 Identify repetition

Identify and read repetitive elements of each verse. Underline and read different elements of each verse. Have students create new verses using the same repetitive pattern. The whole class can perform students' 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 to students, then students take over, choral reading it together. Identify and sequence the events for the chapter.
- Identify unfamiliar words in each 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

## Goals

- To read and write an advertisement
- To identify and discuss the features of an advertisement

Ask students what they know about advertisements. Discuss responses. Discuss how advertisements persuade us to do things or buy things.

- Review *Be Extra-Special*. Ask: Would you like to try out for this film? Why? Why not?
- List some features of an advertisement. Some words or sentences are repeated. Some words are written in capital letters or bold for emphasis. Styles of speech such as alliteration are sometimes used. Some ads include free offers or prizes.
- Students identify the different sections in the advertisement and tell the purpose and features of them (questions, commands, exclamations).
- Students use Worksheet C to outline their conclusions.
- Tell students they will write an advertisement for a film. They write a short outline of the plot of their film. Guide them through the process and have them share their writing to get ideas from each other. Support students to complete the task.
- Discuss how advertisements are presented in newspapers and magazines. Identify the role of the text, including the title and the graphics.
- 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.
- Students draft their own advertisement, remembering to use the features of questions, commands and repetitive sentences. Remind them about the power of persuasion and how we can persuade people to do things through advertising.
- Read the advertisement aloud with students, then ask: Does it sound persuasive? Does it make sense? Would it persuade you to see the film? What changes should we make? Model how to edit your advertisement to make it sound more persuasive.
- Have students apply the same editing process to edit their own drafts.
- 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.

# Lights, Camera, Action

## Worksheet A Identifying the sequence of events

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

Chapter	Event 1	Event 2
1		
2		
3		
4		
5		

# Lights, Camera, Action

## Worksheet B Developing fluency

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Shade a box every time you practise reading this text.

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## Change of Plan

The next day, **another** flyer appeared in the letterbox. It said that the place of the tryouts for the **film** had changed. They would now be held on The Donut at noon.

“I got that flyer, too,” Harry said when I showed him mine. “Funny place to hold the tryouts.”

“Do they know you can only get to The Donut by sea?” I said.

“They must know,” said Harry.

“Maybe the crew sent a scout out to The Donut. Maybe they’re going to use The Donut in the film!” I said.

I was so excited.

All of the Team Turbo members had the new flyer. We met up on the beach. It was a **calm** day with no surf. We wouldn’t need an **adult**. It was only a short **paddle** to The Donut. We got set to row across – all **except** Maddy.

“I can’t come,” Maddy said. “I can’t find my lifejacket.”

“This is a **huge chance** for all of us,” said Benjy.

Maddy looked a bit sad when we left her on the beach.

We set off in a line for The Donut. We were so excited to get there that we forgot the number one rule. “Always let an adult know when **you’re** going out on the water.” Just in case you fall in or something.

Still, Maddy knew where we were going, so we hoped it **would** be okay.

Remember to read with a loud, clear voice.

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## Worksheet C Reading and writing an advertisement

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What is the purpose of the advertisement?

Find an example of a question.

Find an example of a command.

Find an exclamation.

Who is the advertisement written for?

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