

Mr Gruffy

Team Turbo heads to the beach so that Maddy can take fun photos for a competition. They find a sea lion and he isn't happy. He has a strip of plastic around his neck. The children get help for the sea lion and Maddy takes a different kind of photo.



Reading Strategy

Ask questions as you read

- What do I know about the characters?
- Why did the character say that?
- Why did the character do that?
- What does that tell me about the character?
- What will the character do?

Comprehension focus

- Analysing characters

Fluency focus

- Using intonation to convey author's message

Genre focus

- Personal narrative (social post)

Day 1: Before reading

- Introduce the book and allow students to make predictions about the content by looking at the title, cover illustration and blurb. Choral read it together. Engage them in sharing their knowledge and experience of photography and marine life.
- Review the term "main character". Allow time for students to scan the book, including the contents page, to see who they think the main character will be and to note features of the storyline.
- Students share their predictions with the group.
- Introduce the reading strategy by discussing the importance of asking questions about the characters before, during and after reading. Explain that we do this to aid prediction and comprehension.
- Write questions about the characters on chart paper and read them with students.
 - What do I know about the characters?
 - Why did the character say that?
 - Why did the character do that?
 - What does that tell me about the character?
 - What will the character do?
- Have students suggest further questions to add. Ask: What do you already know about Maddy's character? Have students record three facts on sticky notes, then share their opinions with a partner and the group. Identify common elements and differences of opinion.

During reading

- Read the title for Chapter 1 and ask: What do you think this chapter will be about? Discuss responses.
- Discuss the importance of identifying who is telling a story (voice), then have students identify the narrator of *Mr Gruffy*.
- Jointly describe Maddy's attitude using new and interesting words, e.g. *enthusiastic*, *excited*.
- Read the chapter with students, then ask: Do you think Maddy will feel like this throughout the story? Why or why not?
- Discuss the way Maddy speaks and highlight features by rereading excerpts together, e.g. "It's going to be my best photo yet!" (page 8)
- Students scan the Chapter 2 heading and illustrations and predict how Maddy will feel about the competition now that Team Turbo is there too. Encourage them to justify their opinions.
- Read the opening of Chapter 2 then have students take over, choral reading it together. Model reading with expression a passage with dialogue, e.g. page 10. Students echo-read the passage. Students do the same with no model on page 14. Discuss the change in Maddy's attitude.
- Allow time for students to refer to their sticky-note facts about Maddy.

After reading

- Read Worksheet A and model how students can use excerpts from the text to record information about Maddy in Chapters 1 and 2.

Fluency focus

Read *Maddy Chan's Social Page* or *Mr Gruffy Rap* to students. Discuss how readers use their voice when reading to an audience. Have students read *Maddy Chan's Social Page*. They practise using intonation to convey the author's message.

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 grapheme for /n/
- variant graphemes for /ee/
- prefixes un- and en-
- chunking words when writing

Activity 1 Variant grapheme for /n/

Write the word *knot* on the board. Discuss the phoneme /n/ being represented by the variant grapheme kn. Find other words with /n/ spelt kn in the text, e.g. *knew*, *know*, *knelt*. Record and read the words. Students brainstorm other words with this spelling and add them to the list. Read the words.

Activity 2 Variant graphemes for /ee/

Have pairs of students find words in the text with y at the end of a word making the /ee/ vowel sound, e.g. *Benjy*, *happy*, *emergency*, *Gruffy*. Discuss other variant graphemes for /ee/, e.g. ie (Evie), ea (sea), e (me), ey (money), e_e (eve). List and read these together.

Activity 3 Prefixes un- and en-

Write *untangled* on the board. Break the word into smaller parts, *un + tangled = untangled*. (page 27) Discuss what un- means and how it changes the meaning of *tangled*. Review the term prefix and brainstorm a list of words beginning with the prefix un-. Students copy the list. Write *entangled*. Identify the prefix en- and make a list of words beginning with en-. Discuss what en- means and how it changes the meaning of *tangled*. (page 27) Brainstorm, record and read together a list of words with the prefix en-.

Activity 4 Chunking words when writing

Discuss the importance of applying a range of spelling strategies when writing:

automatically recall spellings of tricky words

split the word into syllables or chunks as we spell it

say the word slowly as we write so that all sounds in the word are represented by graphemes

Demonstrate how to split a word when writing, then conduct a guided dictation session where you and students chunk the words they need to write. Include words with a range of variant graphemes. Encourage students to think aloud as they write. Tell them to ask themselves questions such as, *Does that look right? Could I use different letters for that sound?* Read a sentence from the book for students to write. Then dictate the sentence and focus on using their phonics knowledge to work out syllables or chunks of the word. Students compare their written versions of the sentence.

Day 2: Before reading

- Explain how asking questions about characters aids prediction and comprehension. Read the chart of questions together.
- Involve students in orally retelling the story so far through Maddy's eyes.
- Allow time for students to check the next two chapter headings, then record a prediction about Maddy on sticky notes.

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. Stop them at appropriate places to pose questions about the characters. Ask: What was Stace's joke? (page 18). Why did Maddy squeal? What did Harry mean when he joked about the sea monster on page 21?
- Repeat the process for Chapter 4 after orally predicting who will win the competition. Ask: Why did they name the sea lion Mr Gruffy? How did Maddy feel when she saw the plastic strip around the sea lion's neck?

After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A and encourage students to find examples of their own and complete the Worksheet.

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 *Mr Gruffy Rap* with students. Volunteers read the rap independently.

Activity 2 Perform the rap: body percussion

Encourage students to perform word or sound percussion in time with the rhythm of the rap. 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. Work together to write another version of the last verse using two other rhyming words. Students perform the new raps together.

Activity 4 Make a readers' theatre script

Pairs of students decide which lines/words each one will read individually and which lines/words they will read together. They perform their rap for the class.

Activity 5 Create a new rap

Students work together to write a new rap about another sea creature using the same rhyming pattern and rhythm.

Day 3: Before reading

- Review the reading strategy by inviting students to recall questions they can ask themselves about characters before, during and after reading.
- Involve students in summarising what they know about Maddy in this story after allowing time for them to refer to their sticky-note predictions about her and the information on Worksheet A.
- Discuss how knowing and analysing characters aids prediction and comprehension.

During reading

- Read the opening of Chapter 5 then have students take over, choral reading it together. Model reading with expression a passage with dialogue, e.g. page 28. Students echo-read the passage. Students do the same with no model on page 29.
- Discuss Benjy's response when he heard what Mark said. Ask: Why did Stace say "That is awful"? What was Maddy's idea? Why were the words "Mr Gruffy will be an internet star!" so important?
- Encourage diversity of opinion and allow time for students to voice their ideas and opinions and demonstrate respect for differing views.

After reading

- Discuss expectations for Chapter 5 on Worksheet A. Have students complete the task.

Analyse a personal narrative

Goals

- To read and understand a visual social post
- To compose and display a social post

Images are used to encourage us to do things, to buy things or to be alerted to things. They can attract comments, questions, or tell facts about time and place, for example. The words used to describe what the image is showing are often meant to make us feel something.

- Ask students what they know about social posts. Discuss responses. Use their prior knowledge by discussing posts that are familiar to them.
- Students look at *Maddy Chan's Social Page*. Introduce the term *sea awareness* and demonstrate how it is the basis for Maddy's narrative. Talk about the power of persuasion and how we can persuade people to feel something through images.
- Have students work in pairs to design a social post. One student sources the image and writes a short paragraph explaining why the image is being posted. The other student can write comments from different followers. They can use Worksheet B to compose the post.
- The students type the text, edit and proofread the text, change some of the words to make the post more persuasive and print out the post.
- Guide students through the process and ask them to share so they can get new ideas from classmates.

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Worksheet A Analysing characters

Name: _____ Date: _____

Add a few words about what Maddy says and does in each chapter.

Chapter 1 Competition Time

Chapter 2 The Donut

Chapter 3 A Surprise in the Sand

Chapter 4 Mr Gruffy

Chapter 5 The Plastic Problem

Name: _____ Date: _____

Describe what you want to show and why.

Insert the image here.

Comment on the post.

Response 1

Response 2

Response 3

Response 4

Response 5