

Pumpkin's Brand New Jeans

Pumpkin can't find his brand new jeans anywhere. Then he spots them for sale at the Saltspray Market Day. His mother has given them to Team Turbo's recycled clothing stall because they have rips all over the knees. Poor Pumpkin has lost his coolest jeans!



Reading strategy

Rereading

- Prompt 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
- Ensure text now makes sense and sounds right

Comprehension focus

- Interpreting figurative language

Fluency focus

- Using intonation to convey author's message

Genre focus

- Persuasive poster (advertisement)

Day 1: Before reading

- Introduce the story by looking at the title, cover illustration and blurb.
- Have students 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:
 - Think about the meaning of the whole sentence
 - Come back to the challenging part and work it out by using decoding knowledge
 - Ensure text now makes sense and sounds right
- List the reasons for rereading. Explain that rereading is a strategy students could use when they are finding it challenging to read a text.
- Review the term *figurative language* and discuss examples from the text, e.g. *green thumb* (page 8). What is the message implied here?
- 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.
- Allow time for students to practise the rereading strategy.

- Encourage students to make inferences. Discuss who is narrating the story. Ask: Why did Dad warn Pumpkin to check the boxes? (page 10) What message do you think is 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 Chapter 2 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 13. What does *Are you sure?* mean? Why did Pumpkin say those words? Reread page 14. Stop after reading *Really old*. Ask: What does Mum mean by this?
- Read on to page 15, *Rips are in!* Ask: What does Pumpkin mean when he says this?
- Read the opening of Chapter 2, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!).

After reading

- Distribute Worksheet A and discuss expectations. Emphasise that when we read figurative language, we need to read between the lines rather than take the language literally.
- 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 write their hidden messages for Chapters 1–2.

Fluency focus

Read *Saltspray Market Day Poster* or *Pumpkin’s Jeans Rap* to students. Discuss how readers use their voices when reading to an audience. Have students 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:

- use of punctuation for emphasis
- schwa sound
- variant graphemes for /sh/
- variant graphemes for /u/

Activity 1 Use of punctuation for emphasis

Reread the text on page 15 and ask, Why is there an ellipsis after *Oh no... ?* and an exclamation mark after *You didn’t!* Discuss responses and explain that they are written in this way to give the reader clues about emphasising the words (exclamation mark) or showing a pause for suspense or when the speaker hesitates (ellipses). Explain that this strategy is used sparingly in text. Have individuals read the text on the page aloud, using emphasis when they come to exclamation marks or pausing before the ellipsis. Allow students to find a sentence

in the text that they think could have had an exclamation mark or an ellipsis after it, e.g. *It's started already...* (page 7) or *I should have listened to Dad!* (page 10).

Activity 2 Schwa sound

Display the words *poster*, *never*, *clever*. Say the words together. Notice that the *er* on the end sounds like a shortened version of /u/. This is the schwa sound. Display the words *market*, *ticket*. Notice that the final vowel sound also makes the schwa sound. Brainstorm other words to list and read with the schwa sound, e.g. *teacher*, *farmer*, *higher*, *button*, *carrot*.

Activity 3 Variant graphemes for /sh/

Display the words *suspicious*, *precautions*. Work with students to break the words into syllables, blending the sounds in each, then reading the words together. Listen for the /sh/ sound in each. Discuss the variant graphemes.

Activity 4 Variant graphemes for /u/

On the board record words from the text with the /u/ sound, e.g. *Sunday*, *Pumpkin*, *money*, *under*, *nothing*, *thumb*, *up*, *Mum*, *but*, *mother*, *another*, *brothers*, *front*. Read the list together. Ask: What do you notice about the /u/ sound in the words? Involve students in classifying the words into groups according to how /u/ is spelt, e.g. *u*, *o*, *o_e*, *ou*. Students create a chart and add the spellings as headings.

Day 2: Before reading

- Review the strategy of rereading and discuss the importance of and reasons for rereading words, phrases, sentences and paragraphs.
- Reread the list of predicted messages recorded on Day 1, then have students summarise the story so far.
- Provide positive feedback to those who notice figurative language and mention some of the inferred messages as well as the literal meanings.

During reading

- Repeat the "read, stop, think, discuss" approach and work through Chapter 3.
- On page 18, read the words, *Whaddaya reckon?* Ask: How was Pumpkin feeling at that moment?
- Continue to read, stopping where appropriate to prompt students to discuss the implied meaning.
- Read the opening of Chapter 4, 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.
- Ask: What is implied on page 20 by, "*Fat chance,*" *I mutter?*

After reading

- Have students complete the messages for Chapters 3 and 4 on Worksheet A and share their efforts.
- 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 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 the rap to identify the pattern that has been used. Identify the words that rhyme and the words that don't. Brainstorm other sets of rhyming words, e.g. *greens/jeans; rips/pips*. Have students choose a set of rhymes and write a verse using the same pattern as the original. Have students perform their verse as part of a group performance.

Activity 4 Identify rhythm

Identify the way that syllables work to establish a rhythm. Identify the rhythm that is established when the three last lines are read as one in the first verse. Brainstorm other phrases with a similar rhythm that could be introduced. Have students practise varying the volume of their voices to add another dimension to the sound pattern.

Day 3: Before reading

- Have students talk about what figurative language and reading between the lines means – getting to the less obvious meanings, interpreting the text and understanding the text at a new level.
- Read the list of predicted messages together and add more or delete those that students feel are no longer relevant.
- Ask students to choose one or two from the list and talk to a partner about them.

During reading

- Repeat the “read, stop, think, discuss” approach and work your way through Chapter 5.
- On page 32 ask: What does Mum mean when she says, “*They cost me a fortune.*”?
- Continue to read, stopping where appropriate to prompt students to infer meaning.
- 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 30.

After reading

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

Design, write an advertisement

Goals

- To read and understand an advertisement
- To identify and talk about the features of an advertisement
- To compose an advertisement

Posters are advertisements written to persuade us to do things or buy things. They can have questions, commands or tell facts about time and place, for example. Some words or sentences are used over and over. Some words are often meant to make you feel something. These are “emotional” words.

- Ask students what they know about advertisements. Discuss responses. Use their prior knowledge by discussing ads that are familiar to them – include television, radio, newspapers, magazines and online ads. Students look at the *Saltspray Market Day* poster on pages 36–37.
- Students read the questions on Worksheet B. Model how to find answers in the poster. Talk about the power of persuasion and how to persuade people to do things through advertising.
- Have students design an advertisement for a school fete. They include an opening statement; a factual description; a sentence with an exclamation mark; a promise; a free offer. They can repeat a word or phrase more than once and should write at least one word in capital letters.
- They publish the advertisement. They type the text; edit and proofread the text; change some of the words to make the advertisement more persuasive; vary the fonts and sizes of the text letters and numbers; make important words bold or a different colour; add some graphics; print the advertisement.
- Guide students through the process and ask them to share so they can get new ideas.

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Worksheet A Interpreting figurative language

Name: _____ Date: _____

What do you think these sentences mean? Read between the lines for the hidden message.

Chapter 1, page 8: What did Pumpkin mean when he said, "My dad has a green thumb."

Chapter 2, page 15: What did Pumpkin mean when he said, "Rips are in"?

Chapter 3, page 18: Why did Stace call out to Pumpkin? "Whaddaya reckon?"

Chapter 4, page 20: What does, Pumpkin mean when he mutters "Fat chance"?

Chapter 5, page 32: What did Mum mean when she said, "They cost me a fortune"?

Write your favourite sentence and draw a picture to go with it on a piece of paper.

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Worksheet B Reading and writing an advertisement

Name: _____ Date: _____

Analyse the advertisement. What is the purpose of the advertisement?

Find an example of a factual statement.

Find an example of words written in a different way for emphasis.

Find an example of an imperative sentence or command.

Who do you think the advertisement is written for?
