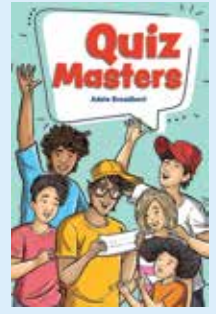


# Quiz Masters

Harry isn't very popular today. Team Turbo has missed out on free tickets to the bungy bouncers because he was on his phone. But at the school quiz, there is a tie for first place and Harry's phone use finally pays off.



## 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

- Predicting and interpreting the text

### Fluency focus

- Using expression and character voices when reading dialogue

### Genre focus

- Instructions (rules)

## Day 1: Before reading

- Talk about and identify the text features – title, blurb, contents page, chapter titles, lead sentences, significant phrases and single words.
- Discuss how each feature assists the reader to predict, interpret and gain understanding.

## During reading

- Read the title of the book. Say: Use the important words in the title to help you make a prediction of what the story will be about.
- Have students record their prediction in box 1 on Worksheet A. They share their predictions. Give them the opportunity to rewrite their predictions after they have listened to the opinions of other students.
- 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. Say: If you want to, you can add to or change your prediction.
- Read the title for Chapter 2 and the text on page 12. Ask: What do you think will happen next? Ask: What words might be included in the text?
- Have students use box 2 on Worksheet A to write their predictions.
- Repeat the process above for Chapter 2.

- Talk about the importance of reading and understanding all the words in a text. Ask: What do you do when you come to a word you don't know? Introduce the reading strategies for 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
- Students read Chapter 1 independently and practise the decoding strategies.

## After reading

- Allow students to quietly read Chapters 1 and 2, noticing where they use expression and character voices when reading the dialogue.
- Students use their notes on Worksheet A to discuss the story so far. Encourage them to read their predictions and talk about why they made changes.

## Fluency focus

Read *Rules for the Quiz* or *Appy Rap* to students. Remember to use expression and character voices. Use a happy voice for the rap. Have students read along with *Rules for the Quiz*. They practise changing expression and the 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:

- adding -ed to verbs
- apostrophe for possession
- replacement verbs for *said*
- hyphenated words
- similes

### Activity 1 Adding -ed to verbs

Assign one chapter to each student and ask them to find and record all verbs containing -ed in the story, e.g. *entered, excited, lived, stopped, cried, sped*. Make a class list. Work together to identify the base word and model how -ed is added to create the past tense. Involve students in classifying the words into groups according to what happens to the base word when the past tense is created, e.g. double last letter and add ed, just add d, or just add ed. Write these on a chart. Together construct rules for creating the past tense with -ed, e.g. if a base word ends in -le, just add d.

### Activity 2 Apostrophe for possession

Record the following sentence: *Evie's eyes filled with tears of disappointment.* (page 15) Ask: Why is there an apostrophe before the s in the word *Evie's*? Discuss the concept of possession

and how we show it. Model this with examples, e.g. *in two weeks' time, Harry's new phone*. Involve students in the use of an apostrophe to demonstrate possession by getting them to change statements, e.g. *the new phone of Harry* to *Harry's new phone*. *The time of two weeks* to *two weeks' time*. Have students write possessive statements using their own names.

### Activity 3 Replacement verbs for *said*

Review the meaning of *said* as the past tense of *say*. Discuss the purpose of using alternative words to *said* in a text. Invite students to recall examples of *said* words in the text, using the lists of -ed words worked on earlier, e.g. *called, yelled, asked, announced*. Discuss how these words improve the story for the reader. They make the story more interesting. Compile a class list of alternative words for *said*, including words recalled from past reading.

### Activity 4 Hyphenated words

Record the word *half-time* on the board. Find the word on page 26 and reread it together in context. Discuss the common elements, then introduce or review the term *hyphenated words*. Model how two words have been joined with a hyphen to make one. Brainstorm a list of other hyphenated words, e.g. *check-in, check-out, full-time, part-time, up-to-date*. Students record the list.

### Activity 5 Similes

Record the following from the text (page 38), *he's as happy as a dog with a bone*. Reread it together in context. Discuss the purpose of the clause in the text. Introduce the term "simile" and its definition. Explain that a simile usually begins with *like* or *as*. Discuss how it helps the reader to get a clearer picture of what is happening. Students brainstorm a list of known similes, e.g. *as pretty as a picture, her eyes shone like diamonds*, and add them to the list, e.g. *as quiet as a....; as big as a....*. Students compose a list of five similes.

## Day 2: Before reading

- Review the points made about predicting and interpreting text and decoding unfamiliar words.
- Have students use Worksheet A to review what they predicted so far and whether they still agree with their predictions.

## During reading

- Have students read Chapter 3 title, then predict what will happen in Chapter 3 and record it in box 3 on Worksheet A.
- 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. Share examples of decoding unfamiliar words.
- Remind students to listen to the way dialogue is read. They use text features to help predict and interpret.
- Repeat the process for Chapter 4.
- Students reread pages 24–26 of Chapter 4 and write their prediction on Worksheet A.

## After reading

- Have students share their entries in boxes 3 and 4 on Worksheet A and confirm or negate them.
- Help students make connections with the text by asking: Have you ever entered a quiz? Have you ever had to learn about things in your area? What did you do? Did anyone else help you? Do you know any other stories about winning prizes?

## 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 *Appy 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 at the end of the lines of each verse. Identify the words that rhyme (those at the ends of the second and fourth lines) and the words that don't (first and third lines). Brainstorm other sets of rhyming words that could be used. 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 Make a readers' theatre script

Students work in groups of three. They decide which line each one will read individually and which lines/words they will read together. They perform their scripts for the class.

## Day 3: Before reading

- Review the text features that students used to predict features of the text: title, chapter headings, sentences and important words.
- Encourage students to recall the problem of the story. (Harry's phone use, missing out on the bungy bouncers)

## During reading

- Ask: What do we know about story endings? Have students use this knowledge to predict an ending and record it in box 5 on Worksheet A, e.g. by the end of the story the problem will have been resolved.
- 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.

## After reading

- Students review the problem and resolution of the story and share what they wrote in box 5 on Worksheet A.

## Write rules for a game

### Goals

- To read, understand and write a set of rules
- To identify and discuss the features of an instructional text and introduce related terminology
- To rewrite an instructional text

All games have rules to tell you how to play. They are an instructional text, written in sections and agreed upon by the people who play the game. The sections can be numbered or lettered. By following agreed rules, everyone is playing the same game. Sometimes diagrams and labels are used to help the player follow the rules.

- Ask students what they know about instructional texts. Discuss responses.
- Allow time for students to read *Rules for the Quiz*. Talk to students about how rules are written. Model how to begin writing rules using Worksheet B.
- Students choose a game. It can be a game using cards, or a word game, or a ball game. They brainstorm a list of alternative headings for the rules of a game. Listen for important words and phrases when they share their ideas.
- Have students write and share their headings.
- They list the equipment needed to play the game. Then write the rules.
- Brainstorm possible diagrams with labels to make the instructions clearer.
- Have students complete the task by editing their instructions.
- Listen to students read their rules, noting how they vary the pace of reading to suit the content.

# Quiz Masters

## Worksheet A Predicting and interpreting a text

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

Make predictions about the story.

Box 1: What will the story be about?

Box 2: What will happen next?

Add to or change your prediction.

Box 3: What will happen in Chapter 3?

Box 4: Which team will win the quiz?

Box 5: How will the story end?

