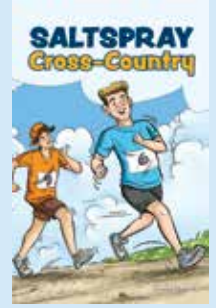


Saltspray Cross-Country

Pumpkin wants to beat Carlo in the Saltspray Cross-Country race. So he trains hard using positive thinking as his inspiration. But during the race, there is a medical incident. Will Pumpkin keep running or will he stop to help?



Reading strategy

Decoding challenging 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 word and trying to read it again

Comprehension focus

- Identifying the sequence of events

Fluency focus

- Varying the pace of reading to create suspense

Genre focus

- Report

Day 1: Before reading

- Introduce *Saltspray Cross-Country* as a story with suspense and discuss how this makes us want to finish the story.
- Read the title together. Read the blurb to them, then choral read it together.
- Involve students in making predictions about what will happen in the beginning, middle and end of the story. Ask them to record their predictions on sticky notes.
- Have students share their predictions with a partner, then the group. Ask: What makes you think that? Encourage students to justify their ideas.
- Discuss how Worksheet A will be used to record information about what happens in the story.
- Introduce the reading strategy by talking about how to decode challenging 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 word and trying to read it again
- Involve students in practising the strategy by chunking the words into syllables then using their phonics knowledge to decode them.

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 them to identify two events in each chapter and discuss the sequence.

- Identify challenging words in each chapter (if any) and involve students in decoding them.
- Discuss the importance of identifying who is telling a story (voice) and have students identify the narrator for *Saltspray Cross-Country*. Confirm on page 4.
- Repeat process for Chapter 2.

After reading

- Model how to use Worksheet A to record two events that happened in sequence in each chapter.
- Allow students to complete Worksheet A for Chapters 1 and 2 independently.

Fluency focus

Have students read along with Chapters 1 and 2. They read Chapter 1 as if they were a radio commentator. They practise varying the pace of reading to build suspense.

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:

- contractions
- variant graphemes for /y-oo/
- comparatives and superlatives
- syllables

Activity 1 Contractions

Introduce and define the term *contraction*. Model how two words can be joined together to make one shorter word. Model the use of an apostrophe in contractions. Have pairs of students find contractions in the text. They record their examples and then record each one as two words, e.g. *there's* = *there + is* (page 13). Involve students in making rules about contractions, the use of an apostrophe and how contractions are formed. Display the list of contractions in a visible space and add to it as new examples are found.

Activity 2 Variant graphemes for /y-oo/

Have students work with a partner to find and record words with the /y-oo/ sound in the text (*use, used, reputation*). Construct a group list by having pairs of students add their words to a list on the board. They think of more words with the /y-oo/ sound to add to the list. Read the list of words together and underline the variant graphemes that represent the /y-oo/ sound in each word. Group the words according to the spelling of /y-oo/ and add other examples. Have students record the groups of words, then choral read them.

Activity 3 Comparatives and superlatives

Draw three cars. Say: This one is fast. This one is faster (comparative), but this one is the fastest (superlative). Tell students that comparatives compare two things and superlatives compare more than two things. Model the process of forming comparatives and superlatives for other words that have *er* and *est* added, e.g. *big*, *deep*, *high*, *cool*, *low*. Tell students that if a base word ends in *y*, to make a comparative, change the *y* to *i* before adding *er* or *est*. When a base word ends in *e*, to make a comparative just add *r* (*closer*) or, for a superlative, just add *st* (*closest*). Have students write comparatives and superlatives for *pretty* and *large*.

Activity 4 Syllables

Record these words from the text: *walk*, *positively*, *decision*, *cross-country*, *reaction*, *announces*, *Lightning*. Read the list and review what a syllable is. Model how to break the listed words into syllables. Have students suggest why breaking words into syllables can help when learning how to spell and pronounce words. Have students find ten other words from the text and break them into syllables.

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.
- Ask students to 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 challenging words from Day 1.

During reading

- Students read Chapters 3 and 4 silently. Listen to individuals read a passage to check on their fluency and comprehension.
- Identify and sequence the events for each chapter.
- Identify challenging words in each chapter and review strategies for decoding them.

After reading

- Have students complete their entries for Chapters 3 and 4 on Worksheet A.

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 *Cross-Country 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 that has been used. Note any deviations and discuss. Identify the words at the end of the lines of each verse. Identify the words that rhyme and the words that don't. 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. They perform their verse as part of a group performance.

Activity 4 Identify rhythm

Identify the way syllables work to establish a rhythm. Have students break up the words in the last verse of the rap by underlining all the syllables. They identify the rhythm that is established when the last two lines are read as one. Students brainstorm other phrases with a similar rhythm that could be introduced. They practise varying the volume of their voices to add another dimension to the sound pattern.

Activity 5 Publish a rap

Have each student produce their own rap about a cross-country or other race. They use a device and add graphics to their rap and jointly publish their raps as one book along with other details about cross-country racing.

Day 3: Before reading

- Involve students in orally summarising the story so far and checking their written predictions.
- Explain how using prior knowledge of a story helps us to make better predictions.
- Students change or add to their predictions about the end of the story. They share their predictions with a partner, then the group.
- Have students explain how they decode challenging words.

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 29. Students echo-read the passage. Students do the same with no model on page 31.
- Ask: What did you think about Pumpkin's reaction to the cross-country? Who did you think would win the race? Was the ending what you expected?

After reading

Allow students to complete their entry for Chapter 5 on Worksheet A. They return to the group to discuss the events they sequenced.

Publish a report

Goals

- To read and write a report
- To identify and discuss the features of a report

Reports tell us all about a topic. The heading tells what the report will be about. Reports include “who, what, where, when, how, why” information. The information can be presented in a graphic form. They begin with an interesting opening sentence and they often end with a closing statement. Sometimes reports have subheadings to break up the text.

- Ask: What do you know about reports? Discuss responses.
- Students read *Reaction to Bee Stings*. Ask: What did you already know about bee stings? What did you learn? What words in the report tell you who? (*people*) What words tell you what? (*anaphylactic shock*) and so on for all the question words. Record these on the board under the 6 Q words.
- Discuss the need to sequence paragraphs of a report in a logical manner. Count the paragraphs and discuss the purpose of the introduction.
- Allow time for students to reread the report, cut Worksheet B into meaningful sections, sequence the sections and then paste them on paper.
- Discuss the purpose and features of headings and subheadings, including the use of capital letters. Brainstorm headings and possible subheadings for each section of *Reaction to Bee Stings*. Read the list together.
- Allow time for students to add their heading and subheadings to their report.
- Remind them to include acknowledgments by adding Pumpkin’s name as the author of the report and their name as the designer and publisher.
- Students can add a graphic element. Model how to compose and add a caption to a graphic.
- Allow time for students to complete the task and then listen to them read their reports, noting how they vary the pace to build suspense.

Saltspray Cross-Country

Worksheet A Identifying the sequence of events

Name: _____ Date: _____

List two events that happened in each chapter. Make sure they are in sequence.

<p>Chapter 1: Event 1:</p> <p>Event 2:</p>	<p>Chapter 2: Event 1:</p> <p>Event 2:</p>
<p>Chapter 3: Event 1:</p> <p>Event 2:</p>	<p>Chapter 4: Event 1:</p> <p>Event 2:</p>
<p>Chapter 5: Event 1:</p> <p>Event 2:</p>	

Reaction to Bee Stings

Some everyday things can cause dangerous physical reactions in some people. These things include insect bites and stings, some medication, and food, such as peanuts and shellfish.

Getting a bee sting or eating peanuts can cause something called anaphylactic shock. Symptoms happen very quickly. The person might have trouble breathing and their face may become swollen. Anyone who has this reaction needs to get help quickly.

One treatment is an injection. This quickly reverses the symptoms of the shock.

People who know they may suffer anaphylactic shock can carry a pen that can give them a dose of medication. Children are trained to use the pen as soon as they feel the symptoms.

There is a short needle on the pen and it is injected into the outside of the thigh, even through clothing. It only takes about three seconds for the medication to start working.

If there is no change, call emergency services at once.