

# Saltspray Monster

When Pumpkin and Curly scare Evie with their stories about monsters, Maddy has a marvellous plan to get back at them. The first part of the plan is to challenge Pumpkin to a swimming race against Carlo. The second part is to make a monster.



## Reading strategy

### Decoding long 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 Monster* as a story with suspense and discuss how this makes us want to finish the story.
- Read the title together. Read the blurb to students, 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 and talk about how to decode long words by:
  - Splitting them 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 into syllables and using their phonics knowledge to read the words.

## 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.

- Repeat for Chapter 2.
- Help them to identify two events in each chapter and discuss the sequence.
- Identify long words in each chapter 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 Monster*. Confirm on page 4.

## 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 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
- schwa sound
- comparatives and superlatives
- syllables
- suffix -ous

### 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. *we'll* = *we* + *will*. 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 Schwa sound

Display the words *monster* and *sister*. Say the words together. Notice that the er on the end sounds like a shortened version of /u/. This is the schwa sound. Brainstorm other words to list and read with the schwa sound, e.g. *faster*, *river*, *water*.

### Activity 3 Comparatives and superlatives

Draw three objects. Say: This one is big. This one is bigger (comparative), but this one is the biggest (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. *fast*, *deep*, *high*, *cool*, *low*. Tell students that

when 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 *tasty*, *happy* and *large*.

### Activity 4 Syllables

Record these words from the text: *week*, *swimming*, *Tuesday*, *monster*, *console*, *downloaded* and *rescue*. 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.

### Activity 5 Suffix -ous

Display the words *marvellous*, *nervous* and *dangerous*. Together chunk the words into syllables and decode them. Discuss the base words and how the suffix *-ous* changes the meaning. Discuss the /u/ sound represented by the variant grapheme *ou*. Brainstorm words to read ending in *-ous*.

## 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 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 for Chapter 4.
- Identify and sequence the events for each chapter.
- Identify long 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 *A Very Muddy 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, e.g. *splash*, *dash*. 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 *A Very Muddy 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 monsters or having a race. They use a device and add graphics to their rap and jointly publish their raps as one book along with other details about monsters or having a race.

## 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 words they find challenging.

## 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 30. Students echo-read the passage. Students do the same with no model on page 34.
- Ask: What did you think about Pumpkin's reaction to the monster? Who did you think would win the race? Did the story end the way you expected it to?

## 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. Reports 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 *Floating Markers*. Ask: What did you already know about floating markers (also called buoys)? What did you learn?
- 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 a list of headings and possible subheadings for each section of *Floating Markers*. Read the list together.
- Allow time for students to add their heading and subheadings to their report.
- Remind them to include acknowledgments by adding Maddy'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 element.
- Allow time for students to complete the task.
- Listen to students read their reports, noting how they vary the pace to build suspense.

# Saltspray Monster

## Worksheet A Identifying the sequence of events

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

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

Chapter	First event	Second event
1		
2		
3		
4		
5		

Draw your favourite part of the story.

## Floating Markers

by Maddy Chan

Floating markers are used to alert boats to dangers and to show them where it is safe to go.

There are lots of different designs and shapes. Most markers have flashing lights on them so that they can be seen at night. Some markers float but are anchored to the seabed. Others sit on piles of rocks that stick out above the water.

Here are some of them.

A green, cone-shaped marker shows the right-hand side (starboard) of a channel.

A red, can-shaped marker shows the left-hand side (port) of a channel.

Channels are where the deepest water is. Boats are not likely to hit sand or rocks in the marked channels.

A yellow and black marker shows where there is deep water close to dangerous places like rocks. The black stripes show boats which direction to go in to avoid the danger.

A red and black marker shows rocks or shallow sand bars.

A yellow marker shows special areas to be careful of, like underwater pipes, or places where boats shouldn't put down an anchor.