

The Fear Factor

The Saltspray Funday has a Fear Factor competition. Stace enters all of Team Turbo, even Evie. Maddy isn't sure that she wants to enter, but in the end she is the one who faces the fear that no one else will face.



Reading strategy

Being positive about reading

- Read with confidence
- Scan the text before reading
- Use prior knowledge to predict and make connections
- Listen to and watch others read
- Practise reading with others and independently

Comprehension focus

- Predicting outcomes and identifying the main idea

Fluency focus

- Recognising and reading important words with confidence

Genre focus

- Transactional text (interview)

Day 1: Before reading

- Introduce the book by reading and discussing the title. Students discuss what they think is happening in the cover illustration.
- Define the word *fear* and have students make predictions about what the children might be afraid of. Allow time for them to scan the book including the contents page to check their predictions and to share any other discoveries they make.
- Introduce the reading strategy by discussing the importance of being positive about reading and the benefits of being a good reader. List the skills that positive readers use:
 - read with confidence
 - scan the text before reading
 - use prior knowledge to predict and make connections
 - listen to and watch others read
 - practise reading with others and independently.
- Involve students in practising the strategy by having them apply the skills as they reread the title and blurb with a partner.
- Ask: Were you confident as you read? What made you confident?

During reading

- Read the Chapter 1 heading and discuss the use of the word *competition*. Ask: What does the word suggest? Students use their own experience of competitions to make predictions.
- 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. Remind them that reading with others

helps confidence in reading and being positive about reading. Stop at appropriate places to ensure understanding. Ask: Why don't they tell you what you have to do in the competition?

- Identify the voice of the story by asking: Who is telling the story? Allow students to justify their opinions and encourage them to use excerpts from the text to support their answers. Confirm the voice on page 4.
- Ask questions that will help students reflect on what happened and the relationships between characters, e.g. On page 9, why did Maddy say, "*I think I'll just be the support person.*"?
- Talk about Stace's role in the story so far. Then identify the significant events and the main idea of the chapter.
- Have students check their original predictions for the chapter and confirm or negate them.
- Read the Chapter 2 heading and have students make predictions about what Team Turbo might be challenged by.
- Repeat the process for Chapter 2. Ask: Why might it be important that Mrs Patterson is the organiser?

After reading

- Distribute Worksheet A and discuss expectations. Model how students should make entries for Chapters 1 and 2.
- Remind them that they will need to reread the text to identify the significant events.
- Students write the main ideas for Chapters 1 and 2.

Fluency focus

Read *Funday Talent Star* or *I'm Not Scared Rap* with students. Discuss how you use your voice when reading to an audience. Students recognise and read important words with confidence. Use Worksheet B to help develop fluency.

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:

- alliteration
- reading and spelling challenging words
- variant grapheme for /ch/

Activity 1 Alliteration

Introduce the term *alliteration* and explain that it is a strategy used by writers to make their writing more interesting. Alliteration occurs when we use two or more words with the same initial sound(s) in them, or the same beginning letters, e.g. *Fear Factor*. Ask students to find instances of alliteration in *Funday Talent Star* on pages 36–37. Write these on the board and identify the sounds that are repeated by underlining the letters that represent the sounds.

Have students apply understanding about alliteration to make an alliterative name card for a character in the story or for their own name, e.g. Marvellous Maddy, Hurricane Harry. They share these.

Activity 2 Reading and spelling challenging words

Involve students in listing the bold words on Worksheet B in alphabetical order. Have them underline part(s) of the words that are challenging for them to remember when spelling. Allow time for them to practise reading, spelling and breaking words into chunks. Model a range of strategies for remembering how to spell challenging words, e.g. *competition*, *fork*, *piece*. Review any variant graphemes, then provide time for students to practise reading and writing the words.

Activity 3 Variant grapheme for /ch/

Write the following words on the board: *chicken*, *challenge*, *witch*, *hatch*, *chunk*, *chair*, *chew*, *cheered*, *patch*. Read them together and identify the common element (the /ch/ sound). Underline the /ch/ sound in each word and discuss the letters that spell the sound. Group the words according to how the sound /ch/ is spelt. Brainstorm other words with /ch/, e.g. *children*, *china*, *latch*, *catch*. Have students record the words and read them.

Day 2: Before reading

- Review how having a positive attitude helps us improve as readers and the importance of drawing on what we know about texts, words, letters, sounds, grammar and punctuation when we read. Discuss how this knowledge helps us make good predictions about the text.
- Involve students in orally summarising the story so far.
- Allow time for students to read the next two chapter headings and make predictions.

During reading

- Read Chapter 3 with students, stopping at appropriate places to pose questions that will help students develop understanding.
- 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. Identify significant events and the main idea of the chapter.

After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A and review how the main ideas were reached for Chapters 1 and 2.
- Model the process and allow time for students to complete the task.

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 *I'm Not Scared Rap* to students, then choral read it together. Volunteers read the rap independently or with a partner.

Activity 2 Perform the rap

Encourage students to move their bodies, clap their hands or click their fingers in time to the rap.

Activity 3 Identify rhyme

Identify the rhyming words in each verse. Have students write another verse, writing rhyming words in the same pattern as the original.

Activity 4 Make a readers' theatre script

Have students work in pairs and decide which lines they will each read independently and which lines they will read together. Have students perform for the class using their scripts.

Activity 5 Create a new rap

Have students work together to write a new rap about the Fear Factor competition, using the same rhyming pattern and rhythm.

Day 3: Before reading

- Review the reading strategy, saying that when they look at a page, students should be positive and think to themselves, "I can read this page".
- Review the text features to help predictions (title, chapter heading, sentences and important words).
- Have students make predictions about how the story might end and to share these with the group. Use prior knowledge about story endings to help with predictions.

During reading

- Read the opening of Chapter 5, then have students take over, choral reading it together. Remind them that reading with others helps confidence in reading and being positive about reading. Stop at appropriate places to ensure understanding. Also stop at appropriate places to confirm or negate predictions.
- 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 31.

After reading

- Allow students to complete main idea statements for Chapter 5 on Worksheet A.
- Students return to the group to discuss and compare these.

Become a TV interviewer

Goals

- To read and write an interview
- To identify and discuss the features of a written interview

Tell students that interviews are often conducted with interesting people. They are published so people can get to know the person and share their experiences. The interviewer researches the person and makes a list of closed and open-ended questions. They keep the audience in mind when preparing questions. A good interviewer allows the guest to do most of the talking.

- Ask: What do you know about oral and written interviews? What is the difference?
- Allow time for students to quietly read *Funday Talent Star* then discuss how the text is organised. Discuss the question-and-answer format.
- Students read the text with a partner, with one being responsible for reading the questions and the other reading the answers.
- Distribute Worksheet C and model how to use the format to record statements and questions.
- Discuss the difference between statements and questions and the purpose of each. Use the questions “Have you ever sung in front of a large crowd before?” and “What were you thinking about when you saw the large crowd?” to demonstrate the difference between a closed question and an open-ended question. Have students think of an open-ended and a closed question to share.
- Students complete the task on Worksheet C, conducting an interview with Maddy. They edit their interview and proofread it. They publish the interview to use as a script.
- Students work with a partner to rehearse a presentation of their interview. They practise their scripts and conduct their interview for the group.

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Worksheet A Identifying the main idea

Name: _____ Date: _____

Identify the main idea in each chapter.

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Chapter 5

Identify the main idea of the whole story. The author wants the reader to think about...

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Worksheet B Developing fluency

Name: _____ Date: _____

Shade a box every time you practise reading this text. (pages 13–17)

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

The Fear Factor competition started at 11 o'clock. Benjy got there first. He **raced** over when the rest of us arrived.

“You’ll never **believe** it!” he said.

“What?”

“Pumpkin’s team is the only other one in the **competition**.”

“Really?”

“And there’s something else you should know.”

“What?” we said.

“Pumpkin’s mum is the **organiser!**” Benjy said.

Stace looked at me. “If you want to chicken out, Maddy, do it now.”

“I don’t,” I said, trying to sound strong.

Mrs Patterson handed everyone a list. There were six challenges.

“Everyone in the team must take part in at least one **challenge**,”

Mrs Patterson said.

There were only four people in Pumpkin’s team – Pumpkin, Curly Topp, and Pumpkin’s twin brothers, Brayden and Jackson.

“I’ll go first,” said Harry.

Mrs Patterson **carried** out two plates of brown slushy food.

“Liver **stew**,” she said.

Mrs Patterson gave Pumpkin and Harry a **fork**.

“Get set, go!” she said.

Pumpkin took a **chunk** of liver. Harry did the same. Pumpkin munched his up. Harry chewed slowly. He looked like he was going to be sick. Pumpkin took another bite. Harry groaned. Pumpkin took another bite and another and another. Harry was still chewing the same **piece** of liver.

I raced over to give Harry a glass of water.

“Hurry, Harry, hurry!” I said.

Remember to vary the pace of your reading in response to the punctuation marks.

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Worksheet C Reading and writing an interview

Name: _____ Date: _____

Make a list of statements and questions to use in an interview with Maddy.

| | |
|-------------|--------------------------------|
| Interviewer | Opening statement |
| Maddy | Response |
| Interviewer | Question about the competition |
| Maddy | Answer |
| Interviewer | Question about the competition |
| Maddy | Answer |
| Interviewer | Question about the competition |
| Maddy | Answer |

Edit, proofread and publish your interview. Conduct your interview.