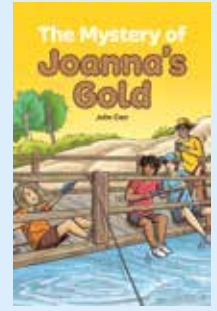


The Mystery of Joanna's Gold

Stace goes magnet fishing and catches a boat's name plate. Team Turbo takes it to the town librarian, Mrs Winston, to find out more. Then they uncover a mystery that includes a shipwreck, stolen gold and the founding of the Naneek Museum and Public Library.



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

- Making inferences

Fluency focus

- Varying the pace of reading to build suspense

Genre focus

- Information narrative (speech)

Day 1: Before reading

- Introduce the book. Allow students to make predictions about the content by looking at the title, cover illustration and blurb, then choral read it together. Engage them in sharing their knowledge and experience of fishing, magnets and a mystery. Ask: Why is Stace pulling really hard on her fishing line on the cover? What is in the picture on the title page? What is hanging out of the lid?
- Allow time for students to scan the book, including the contents page, to quickly see who they think the main character will be and to note features of the storyline.
- Invite students to use their prior knowledge of the characters, fishing and mysteries to make their predictions and share them with the group.
- Introduce the reading strategy by discussing the importance of being positive about reading:
 - 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 independently.
- Explain that we do this to aid fluency and comprehension. Say: 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

- Read the title for Chapter 1 and ask: What do you think this chapter will be about?
- Discuss the importance of identifying who is telling a story (voice), then invite students to identify the narrator of *The Mystery of Joanna's Gold* (check if they are correct on page 4).
- Read the chapter with students, then ask: Do you think Stace will feel like this throughout the story? Why or why not?
- Jointly describe Stace's attitude, e.g. "*Maybe the fish are learning what's good for them*", "*I'm not trying to catch things that belong in the water*". (pages 6 and 8)
- Encourage students to make inferences. Ask: If this story is about a fishing venture that doesn't go as planned, what messages do you think are 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 it together using a "read, stop, think, discuss" approach.
- Discuss the way Team Turbo speaks and highlight features of fishing language by rereading excerpts together, e.g. "*There's not much biting so far*", "*No rod?*" or "*That looks more like rope than fishing line.*" (pages 6–7)
- Students scan the Chapter 2 heading and illustrations and predict how Benjy will feel about Stace going magnet fishing. Encourage them to justify their opinions.
- 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!). 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.

After reading

- Read Worksheet A and model how students can use excerpts from the text to read between the lines to show what the other characters are thinking.
- Have students add thought bubbles for Chapters 1 and 2.

Fluency focus

Read *A School Visit* or *Magnet Fishing Rap* with students. Discuss how the reader should use their voice when reading to an audience. Students read *A School Visit*. 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:

- variant graphemes for /ar/
- antonyms
- figurative language
- variant graphemes for /or/

Activity 1 Variant graphemes for /ar/

Invite students to find words with the /ar/ vowel sound in the text then list them on a chart, e.g. *marshmallow, far, started*. Have students name the letters that represent the /ar/ sound in these words and underline them on the list. Brainstorm more words with the /ar/ vowel sound to add to the list, e.g. *calf, harm, half, bath*. Notice that in some of these words the /ar/ sound is represented by different letters (a, al). Organise the words into lists according to how the /ar/ sound is spelt. Read the list together.

Activity 2 Antonyms

Discuss the meaning of *antonym*. Brainstorm a list of antonyms, e.g. *left/right, big/little*. Have students look in Chapter 1 or Chapter 2 of the text to find five words. They write the words and their antonyms, e.g. *liked/hated, small/large, laughed/cried, opened/closed*.

Activity 3 Figurative language

Discuss the meaning of figurative language – when an author describes an object by comparing it to something, the word helps to create an image or picture in the reader’s mind. Have students look for examples in the text and discuss their meaning. For example, on page 5, *Stace liked fishing as much as fish do*; on page 7, *That looks more like rope than fishing line. The fish will see it easily.*; on page 22, *Everyone knew that if Harry opened a book, this meant one thing*. Brainstorm other examples of figurative language and record, read and discuss the pictures they create in the reader’s mind.

Activity 4 Variant graphemes for /or/

Record the following words on the board: *for, important, more, four, skateboard, door, caught*. Read the words together. Ask: What sound can you hear in each word? What letters represent the sound in each word? Underline the letters that spell /or/ (e.g. *or, ore, our, oar, oor, augh*). Students add other words with the /or/ vowel sound to the list, e.g. *paw, chalk, almost, August*. They record the words which may have further ways to spell /or/ (e.g. *aw, al, a, au*) and learn to read and spell 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, sentences, words, letters, sounds, grammar and punctuation when we read.
- Involve students in orally summarising the story so far.
- Allow time for students to read the next two chapter headings and discuss the implied meanings. Involve them in orally retelling the story so far through Stace’s eyes.

During reading

- Read Chapter 3 with students, stopping at appropriate places to pose questions that will help students develop understanding. Ask: What made Benjy become interested in the cargo of the Joanna? What did Stace find exciting about Mrs Winston’s information and what did she see as a challenge that she wanted to take on?

- Repeat the process for Chapter 4 after orally predicting who will find out about the name Jolly. Ask: What do you think Mrs Winston will do about new information?
- Continue to read, stopping where appropriate to prompt students to infer meaning from the text.

After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A. Students complete thought bubbles for Chapters 3 and 4. 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 each verse and the refrain to identify the pattern. Note any deviations and discuss. Identify the words that rhyme and the words that don't. 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. Students identify the rhythm that is established when the last two lines are read as one. They 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 one aspect of fishing. They use a device and add graphics and jointly publish their raps as one book along with other details about fishing.

Day 3: Before reading

- Review the reading strategy by inviting students to recall the things they can do to show that they have a positive attitude towards reading.
- Discuss how making inferences aids comprehension of the story.

During reading

- Read the opening of the chapter then have students take over, choral reading it together for fluency practice. Model reading with expression a passage with dialogue, e.g. page 33. Students echo-read the passage. Students do the same with no model on page 34. Discuss how Team Turbo responded when Mrs Winston asked for volunteers. Ask: What was Benjy thinking? What were the “maybes”?
- Encourage students to share any inferred messages in the chapters.

After reading

- Discuss expectations for Chapter 5 on Worksheet A, then have students complete the task.

Read and write an information narrative

Goals

- To read and write a speech
- To identify and talk about the features of a speech

An information narrative describes an experience. It is always in the first person. A speech can be a recount, a report or an explanation, but it is spoken. The title tells us what it will be about. It includes interesting details and time-order words to describe the event as well as mentioning particular people or places. Sad, funny or amazing details help the reader to imagine what it would have been like to be there. They are written in paragraphs.

- Ask: What do you know about information narratives? Discuss responses. Students read *A School Visit*. Discuss who is speaking and how the speech was written. Ask: What did you already know about the library? What did you learn from the speech?
- Complete the analysis on Worksheet B together.
- Ask: What is the information narrative telling us about? What is the purpose of the heading? What makes it an information narrative? What details and parts give interesting details about particular people? What information is conveyed?
- Students think of an experience that is important to them – a mystery that was exciting. Notice how many paragraphs the speech has, and what each is about.
- Model how to summarise each paragraph. Students write summaries. Invite them to share their work on Worksheet B with others.
- Review the speech from a Team Turbo member’s point of view and turn it into a report. The first line could be: When we visited the Naneek school library, Mrs Winston welcomed us and gave us a talk about the history of Naneek Library. First...

The Mystery of Joanna's Gold

Worksheet A Making inferences

Name: _____ Date: _____

Draw a thought bubble with text to show what the character was thinking.

Chapter 1, page 6: What was Stace thinking when she said, "Thanks Carlo, that's good news."?

Chapter 2, page 12: What did Stace mean when she shouted, "I've got something big!"?

Chapter 3, page 18: What was Benjy thinking when he said, "The gold's probably lying at the bottom of the sea."?

Chapter 4, page 23: What did Harry mean when he shouted, "I've got something big."?

Chapter 5, page 30: What does Stace mean when she states, "Mrs Winston had needed to sleep on all the maybes."?

The Mystery of Joanna's Gold

Worksheet B Writing an information narrative

Name: _____ Date: _____

Analyse "A School Visit" information narrative. When did the experience happen?

Find three different sentence beginnings.

Find four verbs (action words).

Find a sentence with the word "mystery" in it.

Read the concluding sentence and write a different one below.

What were the three main things that the speech told us?

Write your information narrative on paper or a device.