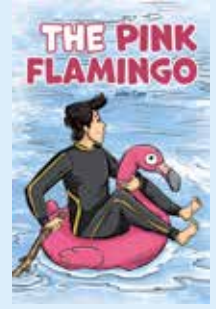


# The Pink Flamingo

Team Turbo is at the beach when the friends notice a bird on a mudbank. Harry flies his drone over to see what the problem is. The bird is an eastern curlew and it is covered in a plastic bag. Evie's inflatable pink flamingo comes to its rescue.



## Reading strategy

### Rereading

- Prompt to reread if the text sounds wrong
- Think about the meaning of the whole sentence
- Come back to the challenging part and work it out by using decoding knowledge
- Ensure text now makes sense and sounds right

## Comprehension focus

- Making inferences

## Fluency focus

- Using expression and character voices when reading dialogue

## Genre focus

- Report/fact file

## Day 1: Before reading

- Introduce the book and ask students to predict on sticky notes what will happen in the story, then share their predictions. Ask: What makes you think that? Help students to justify their predictions.
- Tell students that 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.
- Introduce the strategy of rereading, to:
  - Think about the meaning of the whole sentence
  - Come back to the challenging part and work it out by using decoding knowledge
  - Ensure text now makes sense and sounds right.

## 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.
- Ask: Did you reread parts of the text? Why did you do this? Discuss responses and list the reasons for rereading. Explain that rereading is a strategy they could use if they are finding text challenging to read or understand.
- Allow time for students to read Chapter 2 to practise the rereading strategy.

## After reading

- Model how students can read between the lines to show what characters are really thinking. For example, on pages 8–9 when Maddy tries to reduce the expectations of the others.
- 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 *The Eastern Curlew* or *Emergency Flamingo Rap* with students. Discuss how to use their voice when reading to an audience. Students read along with *The Eastern Curlew*. Students read page 6 of the story and practise using expression and character voices when reading dialogue.

## 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:

- pronouns
- writing a glossary
- suffix -able
- variant graphemes for /y-oo/

### Activity 1 Pronouns

Discuss the meaning of a pronoun - a word used instead of a noun or noun phrase. Reread page 5. Ask: Who do the words "I" and "He" stand for? (I = Maddy, He = Harry). Find and discuss other pronouns in the text, e.g. *them* page 9; *she* page 9.

### Activity 2 Writing a glossary

Direct students' attention to the glossary on page 40 and discuss its purpose and features. Have them select four words from the book about rescuing the bird and record them on a chart in alphabetical order, e.g. *endangered*, *flamingo*, *inflatable*, *rescue*. Guide students in the use of a print or digital dictionary to find definitions. Have them add the definitions to their glossary.

### Activity 3 Suffix -able

Find a word in the rap with the suffix -able. Find the base word. Discuss the meaning of the word with -able on it, e.g. *floatable* means able to float. Repeat the process for other words with suffix -able in the rap. Brainstorm other words with suffix -able and repeat the process.

## Activity 4 Variant graphemes for /y-oo/

Display the words *rescue*, *perfume*, *unicorn*. Read the words together and listen to the /y-oo/ sound. List the variant graphemes for the sound: ue, u\_e, u. Brainstorm more words with /y-oo/, e.g. *uniform*, *argue*, *cute*. Practise reading and spelling these words.

## Day 2: Before reading

- Reread the sticky notes with predicted messages recorded on Day 1, then have students summarise the story so far.
- Provide positive feedback to those who mention some of the inferred messages as well as the literal meanings.

## During reading

- Repeat the rereading approach and work through Chapters 3–4. It's helpful to demonstrate how to create a mental model of the text as students read, by explaining what you think at a given point, and flagging when a new piece of information comes up that changes what you think.
- Stop on page 18 at *bamboo*. Ask: Why was Harry enthusiastic about his idea? What kind of raft did he have in mind?
- Continue to read, stopping where appropriate for students to infer meaning from the text.

## After reading

- Have students complete thought bubbles for Chapters 3–4 on Worksheet A and share. 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

Identify the rhyming words in each verse. Encourage them to identify whether the rhyming words are spelt with the same or different letter patterns. Brainstorm a list of words that could have been used in the rap. Group the words according to letter patterns.

### Activity 4 Make a readers' theatre script

Have students work in groups of three. They decide who will read which lines individually and which lines/words will be read together. Students practise varying the volume of their voices to add another dimension to the sound pattern. They perform the scripts for the class.

### Activity 5 Publish a rap

Have students produce a new rap verse about one aspect of the rescue. They use a device and add graphics to their rap. They jointly publish their raps as one book along with other details about rescuing endangered birds. Identify cover features of books that are made up of collections of stories. Students include these features in their publication.

## Day 3: Before reading

- Review the reading strategy by inviting students to discuss how making predictions about a text helps them.
- Allow students to retell the story so far and check their written predictions with a partner.
- Students can make additions or changes to their predictions after reading the Chapter 5 heading.

## During reading

- Read the opening of Chapter 5, then have students take over, choral reading it together. Ask them to note where they varied the reading to suit the action.
- Discuss the ending and allow time for students to confirm or negate their predictions.
- Students talk about any unfamiliar words in the chapter, e.g. *released*, *gracefully*, *deflated*, *perfume*. Involve them in decoding the words, then discuss their meaning. Model how to break the words into chunks or syllables and how students can use their phonics knowledge to decode them. Reread the sentence with the word to confirm understanding.

## After reading

- Allow students to discuss their inferred messages and complete Worksheet A.

# Read and write 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. They give us information by listing facts. (who, what, where, when, how, why) Sometimes time words (then, later, in 2025) are used to link the paragraphs together. Information can also be presented in a graphic form.

- Ask: What do you know about reports? Discuss responses.
- Read *The Eastern Curlew* together. Ask: What did you already know about curlews? What did you learn?
- Discuss how to organise a report by sequencing the information in a logical manner. Count the paragraphs and discuss the purpose of the introduction and the final fact.
- Discuss the purpose and features of headings and subheadings. Brainstorm a list of possible subheadings for each section in *The Eastern Curlew*.
- Inform students that they will use the text from the book. Supply students with a photocopy of Worksheet B. Allow time for them to reread the report.
- Ask them to cut it into meaningful sections, sequence the sections and then paste them on a large sheet of paper.
- Read each paragraph and identify the features of the topic that are being written about in each paragraph. Insert subheadings where appropriate.
- Tell students that they can add graphic elements to their report. Model how to compose and add a caption to a graphic element.
- Allow time for students to write a fact file about the eastern curlew. They prepare by completing the entries on Worksheet C. When they have finished, ask: What are the three main things that the fact file tells us.

# The Pink Flamingo

## Worksheet A Making inferences

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

Draw a thought bubble with text for each chapter.

### Chapter 1, page 6

What was Benjy thinking when he joked, "Now I know you've really lost it, mate."?

### Chapter 2, page 11

What was Maddy thinking when she said, "I wasn't surprised or disappointed."?

### Chapter 3, page 20

What was Evie thinking when she said, "I keep it in my bag in case I need it."?

### Chapter 4, page 26

What was Carlo thinking when he climbed onto the inflated flamingo?

### Chapter 5, page 32

What was Harry thinking when he said, "I let the team down."?

## The Eastern Curlew

The eastern curlew migrates every year. It travels south from its breeding grounds in the far north of Russia, for the summer. The eastern curlew is now on a list of endangered birds as its habitat is being destroyed.

The eastern curlew is a large bird that feeds in wetlands on the coast. Its long bill reaches into the mud to find crabs and shellfish. These wetlands are changing as more people are constructing houses there.

# The Pink Flamingo

## Worksheet C Making a fact file

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

Analyse *The Eastern Curlew* report. Make a fact file about the bird.  
What were the three things the report told us.

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Write the country mentioned.

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Find two different sentence beginnings.

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Find four verbs (action words).

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Write a sentence with the word *endangered* in it.

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Read the concluding sentence and write a different one.

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