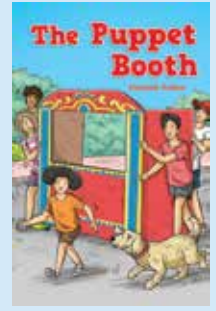


The Puppet Booth

Team Turbo wants to win the prize for the most innovative invention made by recycling junk. The children decide to make a puppet booth. Then they create puppets, write a story and perform a play. Will this win them the prize?



Reading strategy

Using prior knowledge to make predictions about and connections with the text

- What will happen next?
- Has this ever happened to me?
- What do I know about this situation?
- What similar texts have I read/viewed?

Comprehension focus

- Identifying the sequence of events

Fluency focus

- Varying the pace of reading in response to a range of punctuation marks

Genre focus

- Persuasive text (poster)

Day 1: Before reading

- Introduce the reading strategy by discussing the way we think about a text by making predictions about and connections with the content. Explain that making connections with a text helps readers to have a better understanding of what they read.
- Introduce the text and have students make predictions about the content. Record predictions on a chart headed “The Puppet Booth Predictions” and discuss how the title, cover illustration and blurb help readers to make predictions about a text.
- Have students make connections with the book by sharing their experiences of making things and identify other books they have read about making puppets from recycled materials.
- Introduce the questions that readers ask themselves.
 - What will happen next?
 - Has this ever happened to me?
 - What do I know about this situation?
 - What similar texts have I read/viewed?

During reading

- Read the Chapter 1 heading and ask students to make predictions on sticky notes about what the content of the chapter will be.
- 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.
- Allow students to discuss their predictions.
- Have students discuss any connections they might have with the text, e.g. entering a competition.

- Help them identify the main events in the chapter. Talk about the sequence of events.
- Repeat this process with Chapter 2.

After reading

- Model how to use Worksheet A to record one event that happened in each chapter. Allow students time to complete Worksheet A for Chapters 1 and 2 independently. They can share and compare Worksheet A with the group.

Fluency focus

Read *Class 10's Wall Poster* or *Sock Puppet Rap* with students. Discuss how to use your voice when reading to an audience. Have students read the rap. They practise varying the pace of reading in response to the punctuation marks, rhythm and rhyming words.

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:

- using a dictionary
- learning to spell words
- making plurals
- variant graphemes for /igh/

Activity 1 Using a dictionary

Review the features and format of a dictionary. Have students use a print or digital dictionary to identify the features as you discuss them. Conduct a guided experience that has students finding specific words, e.g. booth, competition, usually, entertain, entire. Model how the base word *invent* can be used to find associated words such as *invention* (also *innovate/innovative*).

Activity 2 Learning to spell words

Involve students in writing out the bold words on Worksheet B. Read the list together. Have students underline the part of any word that is hard for them to remember when spelling the word. They can use Worksheet B to practise fluency.

Activity 3 Making plurals

Define the meaning of the terms singular and plural. Identify and list examples of plurals in the text, e.g. *instructions*. Identify any words that students suggest that are verbs ending in *s* rather than plurals. Read the plurals together, then make the singular form of each word by crossing off the *s*. Write the words *search*, *wish*, *box* and ask students to spell the plural forms of these words. Write them out and discuss the *es* pattern that has been used to make them plural. Brainstorm other words that end with *sh*, *ch*, *ss*, *x*. Make a rule about adding *s* or *es* to make plurals. Look at the words *shelf* and *yourself*. What are their plurals? (*shelves*, *yourselves*) Make a rule for the plural of words ending in *f*, e.g. *leaf/leaves* (page 15).

Activity 4 Variant graphemes for /igh/

Work with the group to find words with the /igh/ vowel sound in the text, e.g. *beside, online, idea, I, find, time, my*. List the words and read them together. Have individuals group words according to how the /igh/ sound is spelt, e.g. i_e, i, y, igh. Then have students use dictionaries to add more words to each list. Create and record a list of words with /igh/ vowel sound using the variant graphemes: i, i_e, and y.

Day 2: Before reading

- Review the strategies introduced during Day 1 and discuss how the questions help the reader.
- Recall the main events for Chapters 1 and 2 and their sequence.
- Discuss the importance of identifying who is telling a story (voice) and have students identify the narrator (confirm this by looking at page 4).

During reading

- Read Chapter 3 with students. Stop at appropriate places and ask students to predict what will happen next, e.g. Harry was right. (page 21)
- Discuss the main events of Chapter 3 and sequence them.
- Repeat the process for Chapter 4.

After reading

- Review and model how to identify and sequence the main events for Chapter 1.
- Allow students to complete and share their main event statements 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 *Sock Puppet 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. Have students shade each group of rhyming words a different colour. Encourage them to identify differences in the way the rhyming words are spelt, e.g. *socks/box, show/go*.

Activity 4 Make a readers' theatre script

Identify the way that syllables work to establish a rhythm e.g. *jock, Stace, puppet, because*. Students brainstorm a list of other words with the same number of syllables, *plastic/cardboard*. Substitute some of the words in the rap, e.g. "... with all the other puppet socks, in a big plastic box". They read the verses with the substitutions.

Activity 5 Publish a rap

Have each student produce their own rap about one aspect of recycling or caring for Earth. They use a device and add graphics to their rap. Have students jointly publish their raps as one book along with other details about competitions or puppets. Identify the cover features of books that are made up of collections, e.g. a poetry book. Students include all of these features in their publication of raps.

Day 3: Before reading

- Review the strategies introduced on Day 1, reminding students of the reasons for rereading.
- Ask students to jointly recall the main ideas for Chapters 1–4 using the work they have completed on Worksheet A.

During reading

- Read the opening of Chapter 5 to students, asking them to note any words that are challenging to decode. They reread and use the phonic knowledge they have to decode those words.
- Read the opening of the chapter then have students take over, choral reading it together. Model reading with expression a passage with dialogue, e.g. pages 28-29. Students echo-read the passage. Students do the same with no model on pages 30-31.

After reading

- Allow students to complete and share their main events for Chapter 5 on Worksheet A. Work with students to orally identify the main event in the whole text.
- Record suggestions and read them together.

Design and write a poster

Goals

- To read and understand an advertisement
- To identify and talk about the features of an advertisement
- To compose and record an advertisement

Posters are advertisements written to persuade us to do things or buy things. They can have questions, commands or give facts about time and place. They are usually highly visual with images and large writing. Some words are often meant to make you feel something.

- Ask students what they know about posters. Discuss responses. Use their prior knowledge by discussing posters that are familiar to them. Include newspapers, magazines, online ads, billboards and flyers.
- Students look at *Class 10's Wall Poster* on pages 36–37. Introduce the term “alliteration” and demonstrate how it is used for emphasis.
- Students read the questions on Worksheet C. Model how to find answers in the poster text. Talk about the power of persuasion and how we can persuade people to do things.
- Have students design a poster to sell a skateboard or advertise a new book. They include a heading; a statement of fact; punctuation such as an exclamation mark; a promise or a free offer; visual elements. They can repeat a word or phrase more than once and should write at least one word in capital letters.
- Guide students through the process and ask them to share so they can get new ideas.
- Have students type the text; edit and proofread the text; source images; change some of the words to make the poster more persuasive; vary the fonts and sizes of the text letters or numbers; make important words bold or a different colour; add some graphics.
- Students can print their poster.

The Puppet Booth

Worksheet A Identifying the sequence of events

Name: _____ Date: _____

List one event that happened in each chapter. Make sure they are in sequence.

Chapter	An event
1	
2	
3	
4	
5	

Draw your favourite event in the story and add a caption.

The Puppet Booth

Worksheet B Developing fluency

Name: _____ Date: _____

Shade a box every time you practise reading this text. (page 24)

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We **stood** back and admired our puppet booth.

“We **need** some curtains,” said Evie.

“How **about** two tea towels?” I said.

“**Great** idea!” agreed Carlo.

“Or **some** tin foil.”

“That **would** be different!” I said.

The tin foil was a fantastic **idea**. We **taped** it to the top of the **hole**. Then we rolled it up. It was better **than** curtains.

The Puppet Booth

Worksheet C Reading and designing a poster

Name: _____ Date: _____

Analyse the poster. What is its purpose?

Find an example of a factual statement.

Find an example of a statement warning the reader.

What do the illustrations tell you?

Who do you think the poster is for?