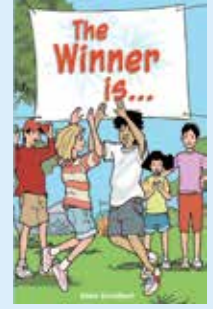


The Winner is...

The school fair is bigger than ever this year. Benjy accepts Pumpkin's challenge to see who can win the most games. The scores are even at the end of the Crockery Crash, the Ring Toss, the Sponge Throw and the Bungy Stretch. But it is Stace who helps to decide the winner.



Reading strategy

Rereading

- Prompt students 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
- Reread again to ensure text now makes sense and sounds right

Comprehension focus

- Interpreting figurative language

Fluency focus

- Using intonation to convey author's message

Genre focus

- Persuasive text (advertisement)

Day 1: Before reading

- Introduce *The Winner is...* by looking at the title, cover illustration and blurb.
- Have students 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.
- 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

- Introduce the strategy of rereading to read challenging words. Think about the meaning of the whole sentence.
- 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. Say: Did you notice that I reread parts of the text? Why did I do this?
- Discuss responses and list the reasons for rereading. Explain that rereading is a strategy they could use when they find a text challenging.
- Review the term “figurative language” and discuss examples from the text, e.g. *fair and square* (page 10). What is the message implied here?
- Allow time for students to read Chapter 1 to practise the rereading strategy.

- Encourage students to make inferences. Discuss who is narrating the story. Ask: Why did Carlo think Maddy was a good team player on page 7? What message do you think is 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 Chapter 2 together using a “read, stop, think, discuss” approach.
- Reread page 13. What does *he looked at me, wanting support* mean? What kind of support did Benji want? Reread page 14. Stop after reading “*I shook my head. ‘Not exactly.’*” Ask: What does Carlo mean by this?
- Read on to page 15, “*I rolled my eyes and followed them to the nearest game.*” Ask: What does Carlo mean when he does this? Discuss responses.

After reading

- Distribute Worksheet A and discuss expectations.
- Emphasise that when we read figurative language, we need to read between the lines rather than take the language literally.
- Model how students can read between the lines to show what characters are really thinking.
- Remind them that they will need to reread the text that comes before and after to help them.
- Have students write their hidden messages for Chapters 1–2.

Fluency focus

Read *Saltspray School Needs You* with students. Discuss how to use their voices when reading to an audience. Have students practise using intonation to convey the author’s message.

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:

- use of capital letters for emphasis
- onomatopoeic words
- variant graphemes for /j/
- variant graphemes for /u/

Activity 1 Use of capital letters for emphasis

Reread the text on page 16 and ask, Why have the words *SMASH* and *CRASH* been written in capital letters? Discuss responses and explain that they are written in this way to emphasise the words. Explain that this strategy is used sparingly in text. Have individuals read the text on the page aloud, using emphasis when they read the capitalised words. Ask students to find one other word in the text that they think could have been written in capital letters. (e.g. *Pumpkin!* on page 13)

Activity 2 Onomatopoeic words

Review the meaning of the term *onomatopoeia* using a word from the text, e.g. *Splat* (page 22). Discuss the purpose of sound words in the text, then have students recall other examples of sound words – *smash, crash, whoosh*. Have them compile a class list of onomatopoeic words. Include words recalled from past reading. Add other examples as they are discovered. Encourage students to use them in appropriate parts of their own writing.

Activity 3 Variant graphemes for /j/

Involve students in finding words from the text that have the /j/ sound in them: *bungy, challenge, sponge, detergent, gentlemen, Benjy, jogged, jumped*. Record them on the board and say the words together. Identify the letter(s) in each word that spell the /j/ sound (j, g, ge). Ask students to list other words that have the /j/ sound, e.g. *giraffe, edge*. Have students record this list of words categorising them by the way the /j/ is spelt.

Activity 4 Variant graphemes for /u/

Find words with the /u/ vowel sound in the text, e.g. *just, run, rubber, other, some, come, touched*. Record the words on the board, then read them together. Ask: What do you notice about the /u/ sound in the words? Involve students in classifying the words into groups according to the spelling of the /u/ vowel sound, e.g. *u, o_e, ou, o*. Students create a chart and add the words to the correct column.

Day 2: Before reading

- Review the strategy of rereading and discuss the importance of and reasons for rereading words, phrases, sentences and paragraphs.
- Reread the list of predicted messages recorded on Day 1, then have students summarise the story so far.
- Provide positive feedback to those who notice figurative language and mention some of the inferred messages as well as the literal meanings.

During reading

- Repeat the “read, stop, think, discuss” approach and work through Chapters 3–4.
- Stop on page 20 at *grinned*. Why was Carlo feeling confident about the challenge?
- Stop on page 24 at *Roll up for some excellent items*. What is implied here?
- Continue to read, stopping where appropriate to prompt students to discuss the implied meaning.

After reading

- Have students complete the messages for Chapters 3–4 on Worksheet A and share their efforts. 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 the rap to identify the pattern that has been used. Identify the words that rhyme and the words that don't. Brainstorm other foods that could be used, e.g. *popcorn, candy floss, yum, yum, yum*. Have students choose a set of rhymes and write a verse using the same pattern as the original. Have students perform their verse as part of a group performance.

Activity 4 Identify rhythm

Identify the way that syllables work to establish a rhythm. Identify the rhythm that is established when the three repeated lines are read as one. Brainstorm for other phrases with a similar rhythm that could be introduced. Have students 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 being competitive or playing sideshow games. They use a device and add graphics to their rap. Have students jointly publish their raps as one book along with other details about being competitive or going to a fete. Identify the features of books that are made up of collections, e.g. a book of fairytales. Students include all of these features in their publication of raps.

Day 3: Before reading

- Have students talk about what figurative language and reading between the lines means – getting to the less obvious meanings, interpreting the text and understanding the text at a new level.
- Read the list of predicted messages together and add more or delete those that students feel are no longer relevant.
- Ask students to choose one or two from the list and talk to a partner about them.

During reading

- Repeat the “read, stop, think, discuss” approach and work your way through Chapter 5.
- Stop on page 32 at “Yes!” *Benjy and I shouted*. Ask: What do the boys mean when they shout this?
- Continue to read, stopping where appropriate to prompt students to infer meaning.

After reading

- Discuss expectations for Chapter 5 on Worksheet A. Have students complete the task.

Become an advertising agent

Goals

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

Ask students what they know about advertisements. Discuss responses. Discuss how advertisements persuade us to do things or buy things.

- Review *Saltspray School Needs You*. List some features of an advertisement. Some words or sentences are repeated. Some words are written in capital letters or bold for emphasis. Styles of speech such as alliteration are sometimes used. Some ads include free offers or prizes. Students use Worksheet B to complete and share their answers.
- Students use Worksheet B to analyse *Saltspray School Needs You*.
- Tell students they will write an advertisement for a school fair together. Guide them through the process and ask them to share their writing to get ideas from each other. Support students to complete the task.
- Discuss how advertisements are presented in newspapers and magazines. Identify the role of the text, including the title and the graphics.
- Compose a draft of an advertisement on the board or a large sheet of paper as students are writing. Demonstrate some steps for editing it.
- Students draft their own advertisement, remembering to use the features of questions, commands and repetitive sentences. Remind them about the power of persuasion and how we can persuade people to buy things through advertising.
- Provide support for students who need it by dictating a simple beginning for them.
- Read your advertisement aloud with students, then pose the following questions: Does it sound persuasive? Does it make sense? Does it make you want to go to the fair? What changes would you make? Model how to edit your advertisement to make it sound more persuasive.
- Have students apply the same process to edit their own drafts.

The Winner is...

Worksheet A Interpreting figurative language

Name: _____ Date: _____

What do you think these sentences mean? Read between the lines for the hidden message.

<p>Chapter 1, page 6: What did Evie mean when she said, "Mum said...?"</p>	
<p>Chapter 2, page 16: What did Benjy mean when he said, "Just getting started"?</p>	
<p>Chapter 3, page 24: What did the voice over the loudspeaker mean when it said, "Roll up for some excellent items!"?</p>	
<p>Chapter 4, page 29: What does, "his eyes on the prize", mean?</p>	
<p>Chapter 5, page 34: What did Benjy mean when he said, "Oh, that ticket"?</p>	

Write your favourite sentence and draw a picture to go with it on the back of this sheet.

The Winner is...

Worksheet B Analysing a persuasive text

Name: _____ Date: _____

Analyse the advertisement. What is the purpose of the advertisement?

Find an example of alliteration.

Find an example of capital letters used for emphasis.

Find an example of prizes offered.

Who do you think the advertisement is written for?