

Wild Weather

During a wild storm, a man has to be rescued from his little boat that is being tossed around in the waves. The wind washes seaweed, driftwood and all sorts of rubbish onto the beach. So Team Turbo decides to organise a beach clean-up.



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?

Comprehension focus

- Identifying the author's purpose

Fluency focus

- Adjusting the pace, volume and expression to suit the reading situation

Genre focus

- Newspaper report

Day 1: Before reading

- Look at the cover and read the title together. Students identify the important words *Wild Weather*. Discuss what wild weather is and whether students have seen any. Ask: What do you know about wild weather? Note the alliteration of /w/ in *Wild Weather*.
- Have students make two written predictions about what the book might be about. Show the title page illustration and allow time for students to add to or change their predictions. They share and compare their predictions with a partner and the rest of the group.
- Introduce the reading strategy by discussing the importance of using prior knowledge to make predictions about and connections with the text. Ask: How does this help readers?
- Review the questions readers can ask to help with this reading strategy.
 - What will happen next?
 - Has this ever happened to me?
 - What do I know about this situation?
 - What similar texts have I read?
- Ask students to find and read the blurb to themselves. Then choral read it together.
- Have students refine their predictions.

During reading

- Read the heading of Chapter 1. Encourage students to make connections with the text. Ask: What does the heading suggest? How could this link to wild weather? Who or what might need to be rescued? Discuss responses.
- 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 what helped the team facilitate the rescue? (*phone, binoculars*). Discuss the meaning of *taking on water*. (page 9) Ask students to share stories of their experiences of school holidays in wild weather.

- Read the heading of Chapter 2. Ask students to predict what happened to Pumpkin's grandad. 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.
- Ask: What safety features did Mr Patterson have in place? e.g. *phone in a plastic bag, lifejacket, water bottle*.
- Discuss the importance of identifying who is telling a story (voice). Have students identify the narrator for *Wild Weather*.

After reading

- Review the idea of making connections with the text. Explain that these are things from our own lives that the text makes us think about and understand what the author is trying to convey. Use Worksheet A to model how students should make entries for Chapters 1 and 2.
- Allow time for students to record, share and compare their entries.

Fluency focus

Read *Saltspray Splash* or *Monster Clean-up Rap* with students. Discuss how to use your voice when reading to an audience. Students practise varying the pace of reading in response to the punctuation marks.

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:

- words from the same base word
- variant graphemes for /n/
- variant graphemes for /j/
- variant graphemes for /ur/

Activity 1 Words from the same base word

Write, read and spell the word *agree* together. Identify it as a base word and have students create more words using the base word *agree*, e.g. *agreeing, agreement, disagree, agreed, agreeable*. Discuss the grammatical status of each word – whether a noun, adverb or verb. Repeat the process for other base words such as *amaze, arrange, look*.

Activity 2 Variant graphemes for /n/

Write the word *design* and ask students to read it with you. Ask: What sound do you hear at the end of the word? (/n/) What letters represent that sound? (gn) Brainstorm a list of other words with the gn spelling of /n/, e.g. *gnat, sign, gnaw, gnome*. Have students record and read the list. Discuss another way of spelling /n/ (kn). Brainstorm words with the variant grapheme kn for /n/. Record and read them, e.g. *know, knew*.

Activity 3 Variant graphemes for /j/

Ask students to find and list interesting words from the story with the /j/ sound, e.g. *arrange*, *challenge*, *change*. Have students quietly read their lists and underline the letters that make the /j/ sound (ge). Jointly construct rules about how the /j/ sound can be spelt (d, dge, ge). List words like *giant*, *hedge*, to read and hear the /j/ sound. Note the variant graphemes g and dge for /j/.

Activity 4 Variant graphemes for /ur/

Say the words *perform*, *services*, *alerting*. Ask students to write the words. Ask them what sound the er makes in these words (/ur/). Add words with the same spelling of /ur/ to the list of words, e.g. *fern*, *herb*, *jerk*. Underline the letters er in each word and identify that they represent the sound /ur/ in each word. Point out that in words such as *danger*, *water*, *fisher*, *closer*, where the er comes at the end of the word, the er is usually pronounced as a schwa /u/ sound. Revise other variant graphemes for /ur/, e.g. or, ir, ear (*word*, *dirt*, *early*). Brainstorm words to list and read with the variant graphemes for /ur/.

Day 2: Before reading

- Review the strategy of making predictions about and connections with a text and how this helps the reader.
- Recall the story so far, including possible reasons why Pumpkin's grandad was needing help.
- Allow time for students to check the next two chapter headings, add to their original written predictions, then share them with the group.

During reading

- Read Chapter 3 with students, stopping at appropriate places to ask questions. After reading "*We can get helpers. We're up to the challenge!*" I say. (page 19) ask: What sort of relationship do you think Stace has with Benjy?
- 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. At the end of the chapter have students share their ideas about the significance of Pumpkin and his grandad attending the clean-up.

After reading

- Review and model how to make connections with the text for Chapters 3 and 4 on Worksheet A.
- Students complete the worksheet. Remind them to draw on prior knowledge and experience 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 *Monster Clean-Up 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 (*distress/mess*) or different (*mum/come*) 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. The group decides which member will read what line individually and which lines/words they will read together. Students practise varying the volume of their voices to add another dimension to the sound pattern. They perform their scripts for the class.

Activity 5 Publish a rap

Have each student reread the rap and produce their own rap verse about one aspect of wild weather or rubbish on beaches. Have them use a device and add graphics to their rap. They jointly publish their raps as one book along with other details about wild weather or cleaning up rubbish. Identify the cover features of books that are made up of collections of stories. Have students include all of these features in their publication of raps.

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. 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 32. Ask them to note where they varied the reading to suit the situation.
- Discuss the ending and allow time for students to confirm or negate their predictions.
- Have students talk about unfamiliar words in the chapters, e.g. *volunteers, deliciousness, attention, especially, council, embarrassed, recycling, barbecue*. Involve students in decoding them.

After reading

- Allow students to complete their connections with the text for Chapter 5 on Worksheet A.

Become a newspaper reporter

Goals

- To read and understand a newspaper report
- To identify and talk about the features of a newspaper report
- To compose and record features of a newspaper report

Newspaper reports tell us about a real event or community news. They include information about the “what, where, when, who, how, why” details. Reports are written in the past tense. They are written in paragraphs and they begin with a headline.

- Ask: What do you know about newspaper reports? Allow time for students to quietly read the *Saltspray Splash* and identify the purpose of each paragraph.
- Model how to get started by brainstorming a list of different headlines for this newspaper report. Then involve students in jointly constructing an opening sentence for two of the suggested headlines. They use Worksheet B to write their interview.
- Read the comments included in *Saltspray Splash* and work backwards to identify some of the questions that may have been asked of Stace and Maddy. Help students to begin work by modelling how to compose a question to ask a member of Team Turbo involved in the clean-up.
- Look at the comments quoted from the interviewees and review the use of quotation marks.
- Discuss how the report could have a graphic. Students could add a diagram of the beach and clean-up area.
- Students can compose extended labels for a diagram. Remind them to use the illustrations from the book to help them with their diagrams.
- Brainstorm a list of things students know about facing challenges and overcoming them.
- Listen to students as they share their work on Worksheet B, noting their ability to create headlines, compose opening statements, questions and answers and add another quote to a newspaper report.

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Worksheet A Identifying the author's purpose

Name: _____ Date: _____

What connections can you make with the story?

Chapter 1: Call for Rescue

Jot down five things you have done in the school holidays.

Chapter 2: Pumpkin's Grandad

How do you think the boat got into trouble? Jot down your ideas.

Chapter 3: A Challenge

Write down five things you know about challenges and how to overcome them.

Chapter 4: A Monster Clean-Up

What would you do if you found heaps of rubbish or debris on a beach?

Chapter 5: A Clean Beach

Do you think the ending of the story was a good one? Give reasons why or why not.

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Worksheet B Reading and writing a newspaper report

Name: _____ Date: _____

Make up three headlines for your report. Add an opening sentence for one headline.

Conduct an imaginary interview. Ask three questions and make up some answers.

Name of person being interviewed:

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Use your interview questions and answers to add another quote to the newspaper report.

Make a diagram of the beach where the clean-up happened.