

## Next Steps Skills Charts Overview: Series #2

Level	Title	Reading Strategy
17	Who Cracked the Code?	rereading
17	Game On!	being positive about reading
19	Wild Weather	using prior knowledge to make predictions about and connections with the text
21	Too Many Ice Creams	asking questions as you read
22	Moving House	being positive about reading
23	Mr Gruffy	asking questions as you read
23	Bump, Bounce, Turn	asking questions as you read
24	Belle and the Fillies	decoding difficult words
24	The Puppet Theatre	using prior knowledge to make predictions about and connections with the text
25	The Bake-Off	using prior knowledge to make predictions about and connections with the text
25	Detective Kylie	listening to yourself as you read
26	Pumpkin's Brand New Pants	rereading
26	Kitty Kat Rescue	listening to yourself as you read
27	The Pink Flamingo	rereading
27	Maddy's Meltdown	listening to yourself as you read
27	Quiz Masters	decoding difficult words
27	The Mystery of Juliana's Gold	being positive about reading
27	Saltspray Cross-Country	decoding difficult words

Comprehension Focus	Fluency focus
identifying the main idea	reading with a loud, clear voice
predicting outcomes and identifying the main idea	recognising and reading key words with confidence
identifying the author's purpose	adjusting the pace, volume and expression to suit the reading situation
analysing characters	making your voice go up at a question mark
identifying the main idea	recognising and reading keywords with confidence
analysing characters	using intonation to convey the author's message
analysing characters	reading with emphasis when you see an exclamation mark
identifying the sequence of events	reading with a loud, clear voice
identifying the sequence of events	varying the pace of reading in response to a range of punctuation marks
predicting outcomes and identifying the main idea	varying expression and tone to suit features of text
identifying the author's purpose	adjusting the pace, volume and expression to suit the reading situation
interpreting figurative language	using intonation to convey the author's message
interpreting figurative language	varying the pace of reading in response to a range of punctuation marks
make inferences	using expression and character voices when reading dialogue
make inferences	reading with emphasis when you see an exclamation mark
predicting and interpreting the text	using expression and character voices when reading dialogue
making inferences	varying the pace of reading to build suspense
identifying the sequence of events	varying the pace of reading to build suspense

## Next Steps Genre: Series #2

<b>Title</b>	<b>Genre</b>
Who Cracked the Code?	report/fact file
Game On!	transactional/interview
Wild Weather	report/newspaper
Too Many Ice Creams	persuasive/letter
Moving House	recount/email
Mr Gruffy	personal narrative/email
Bump, Bounce, Turn	instructional/how to
Belle and the Fillies	persuasive/job wanted ad
The Puppet Theatre	persuasive/poster
The Bake-Off	instructional/recipe
Detective Kylie	report/interview
Pumpkin's Brand New Pants	persuasive/poster
Kitty Kat Rescue	report/science
The Pink Flamingo	report/fact file
Maddy's Meltdown	personal narrative/diary
Quiz Masters	instruction/rules
The Mystery of Juliana's Gold	information narrative/speech
Saltspray Cross-Country	report/science

# Vocabulary and Spelling Overview: Series #2

Level	Title	Activities
17	Who Cracked the Code?	<ul style="list-style-type: none"><li>- ion suffix</li><li>- forming adverbs by adding -ly to the base word</li><li>- scr letter blend</li><li>- o-e long o vowel</li><li>- syllables</li></ul>
17	Game On!	<ul style="list-style-type: none"><li>- alliteration</li><li>- fl letter blend</li><li>- short /i/ vowel sound</li><li>- reading and spelling difficult words</li><li>- ch digraph and -tch trigraph</li></ul>
19	Wild Weather	<ul style="list-style-type: none"><li>- words from the same base words</li><li>- gn letter pattern</li><li>- the letter g making the /j/ sound</li><li>- the er letter pattern</li><li>- y at the end of a word making the long /e/ vowel sound</li></ul>
21	Too Many Ice Creams	<ul style="list-style-type: none"><li>- the ate word family and rhyme</li><li>- abbreviations</li><li>- contractions</li><li>- /c/ sound with c and ck</li><li>- long /a/ vowel sound</li></ul>
22	Moving House	<ul style="list-style-type: none"><li>- suffix -ly</li><li>- compound words</li><li>- prefix un-</li><li>- contractions</li><li>- words with multiple meanings</li></ul>
23	Mr Gruffy	<ul style="list-style-type: none"><li>- kn letter pattern</li><li>- short /a/ vowel sound</li><li>- prefixes un- and en-</li><li>- sounding out words when writing</li></ul>

23	<b>Bump, Bounce, Turn</b>	<ul style="list-style-type: none"> <li>- /ur/ vowel sound</li> <li>- figurative language</li> <li>- pronouns</li> <li>- interesting vocabulary</li> <li>- tr letter blend</li> </ul>
24	<b>Belle and the Fillies</b>	<ul style="list-style-type: none"> <li>- learning to spell bold words</li> <li>- short /o/ vowel sound</li> <li>- use of apostrophe</li> <li>- silent letters</li> <li>- assonance</li> </ul>
24	<b>The Puppet Theatre</b>	<ul style="list-style-type: none"> <li>- using a dictionary</li> <li>- learning to spell difficult words</li> <li>- making plurals</li> <li>- long /i/ vowel sound</li> <li>- silent letters</li> </ul>
25	<b>The Bake-Off</b>	<ul style="list-style-type: none"> <li>- /ow/ vowel sound</li> <li>- adjectives</li> <li>- wh- digraph</li> <li>- compound words</li> <li>- silent w</li> </ul>
25	<b>Detective Kylie</b>	<ul style="list-style-type: none"> <li>- letter c sounding like /s/ (soft c)</li> <li>- past tense -ed suffix</li> <li>- syllables</li> <li>- short /e/ vowel sound</li> <li>- sp letter blend</li> </ul>
26	<b>Pumpkin's Brand New Pants</b>	<ul style="list-style-type: none"> <li>- use of punctuation for emphasis</li> <li>- alliteration</li> <li>- soft /g/ sound</li> <li>- short /u/ vowel sound</li> </ul>
26	<b>Kitty Kat Rescue</b>	<ul style="list-style-type: none"> <li>- silent gh and gh as /f/ sound</li> <li>- /oi/ and /oy/ vowel sound</li> <li>- long /e/ vowel sound</li> <li>- alliteration</li> <li>- alphabetising words</li> </ul>

27	<b>The Pink Flamingo</b>	<ul style="list-style-type: none"> <li>- comparatives and superlatives</li> <li>- writing a glossary</li> <li>- compound words</li> <li>- double consonants</li> <li>- the /oo/ vowel sound</li> </ul>
27	<b>Maddy's Meltdown</b>	<ul style="list-style-type: none"> <li>- gh letter pattern</li> <li>- wh- digraph</li> <li>- long /o/ vowel sound</li> <li>- homophones</li> <li>- writing a glossary</li> </ul>
27	<b>Quiz Masters</b>	<ul style="list-style-type: none"> <li>- adding -ed to verbs</li> <li>- apostrophe for possession</li> <li>- replacement verbs for said</li> <li>- hyphenated words</li> <li>- similes</li> </ul>
27	<b>The Mystery of Juliana's Gold</b>	<ul style="list-style-type: none"> <li>- /ar/ vowel sound</li> <li>- hyphens</li> <li>- opposites</li> <li>- figurative language</li> <li>- /or/ vowel sound</li> </ul>
27	<b>Saltspray Cross-Country</b>	<ul style="list-style-type: none"> <li>- contractions</li> <li>- long /u/ vowel sound</li> <li>- br- letter blend</li> <li>- comparatives and superlatives</li> <li>- syllables</li> </ul>

# Game On!

Flicker is Hari's favourite gamer. When Flicker plans to live stream his latest game, Hari is determined to be there. But the bus breaks down so Team Turbo has to watch from outside. That's when Hari notices something suspicious and gets to save the day and live stream with Flicker!



## 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

- Predicting outcomes and identifying the main idea

## Fluency focus

- Recognising and reading keywords with confidence

## Genre focus

- Transactional text (interview)

## Day 1: Before reading

- Introduce *Game On!* by reading and discussing the title. Students discuss what they think is happening in the cover illustration.
- Define the words *Game On*. Have students make predictions about what the game might be and what it means if someone says "Game on!"
- Allow time for students to scan the book including the contents page to check their predictions and to share any other discoveries they make.

## During reading

- Introduce the reading strategy by discussing the importance of being positive about reading and the benefits of being a good reader. List the skills that positive readers use:
  - reading with confidence
  - scanning the text before reading
  - using prior knowledge to predict and make connections
  - listening to and watching others read
  - practising reading with others and independently
- Involve students in practising the strategy by having them apply the skills as they read the title and blurb with a partner. Ask: Were you confident as you read? What made you confident?
- Read the Chapter 1 heading and discuss the use of the word *update*. Ask: What does the word suggest? Students use their own experience of games to make predictions.
- Read Chapter 1 to students, then choral read it together. Remind them that reading with others helps confidence in reading and being positive about reading. Stop at appropriate places to ensure understanding. Ask: Why didn't Hari tell Team Turbo why he wanted them to meet at the Surf Club?

- Identify the voice of the story by asking: Who is telling the story? Allow students to justify their opinions and encourage them to use excerpts from the text to support their answers.
- Ask questions that will help students reflect on what has happened and the relationships between characters, e.g. on page 8, why did Carlo say, “We could be famous!”?
- Talk about Hari’s role in the story so far. Identify the significant events and the main idea of the chapter. Have students check their predictions for the chapter and confirm or negate them.
- Read the Chapter 2 heading and have students make predictions about what Team Turbo might be going to do and why. Repeat the process above for Chapter 2. Ask: Why was Benji’s idea important? Discuss what “sopping” means on page 14.

## After reading

- Distribute Worksheet A and discuss expectations. Model how students should make entries for Chapters 1 and 2. Remind them that they will need to reread the text to identify significant events.
- Students write the main ideas for Chapters 1 and 2.

## Fluency focus

Read *Sabotage Attempt Foiled* or *Great Grandma Gaming Rap* with students. Discuss how you use your voice when reading to an audience. Students recognise and read keywords with confidence.

## Vocabulary and spelling activities

### Goals

To develop understanding about:

- alliteration
- fl letter blend
- short /i/ vowel sound
- reading and spelling difficult words
- ch digraph and -tch trigraph

### Activity 1 Alliteration

Introduce the term “alliteration” and explain that it is a strategy used by writers to make their writing more interesting. Alliteration occurs when two or more words have the same initial sound(s) in them, or the same beginning letters, e.g. *Team Turbo*. Ask students to find instances of alliteration in *Sabotage Attempt Foiled*, e.g. *livestream launch*, and *Great Grandma Gaming Rap*. Write these on the board and identify the sounds that are repeated by underlining the letters that represent the sounds. Have students apply understanding about alliteration to make an alliterative name card for a character in the story or for their own name, e.g. Marvellous Maddy, Happy Hari.

### Activity 2 fl letter blend

Write the word *flicker* on the board and ask: What sound do you hear at the beginning of the word? Identify the letters that represent the /fl/ sound, then brainstorm a list of other words with the same sound/letter blend, e.g. *florin*, *flat*, *floating*. Students copy the list of words and underline the letter pattern that makes the /fl/ sound. They choral read the list.

### Activity 3 Short /i/ vowel sound

Students use the book to find words with the short /i/ vowel sound, e.g. *admit, minutes, something, internet*. Brainstorm a list of other words students know with the short /i/ vowel sound. Record the words on the board then read them together.

### Activity 4 Reading and spelling difficult words

Involve students in listing words that are difficult to spell in alphabetical order. Have them underline the part(s) of the words that are difficult to remember when spelling. Allow time for them to practise reading, sounding out and spelling the words. Model a range of strategies for remembering how to spell difficult words, such as *competition, notification, sabotage, foiled, splotches, launch, venue*. Review any difficult letter patterns or spelling rules, then provide time for them to study and learn to spell the words. Discuss the meaning of the words.

### Activity 5 ch- digraph and -tch trigraph

Write the following words on the board – *chosen, changed, cheer*. Read them together and identify the common element (the ch- digraph). A digraph has two letters but one sound. Underline the ch in each word and discuss the fact that the letters together make one sound. Brainstorm other words with ch-, e.g. *launch, reach, chin, children*. Have students record the words and read them. They note the position of the digraph ch in each word. Look for words with the trigraph -tch, e.g. *watch* (page 11), *splotches* (page 6). Practise saying them, noticing that -tch is one sound.

## 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, words, letters, sounds, grammar and punctuation when we read. Discuss how this knowledge helps us make good predictions about the text.
- Involve students in orally summarising the story so far.
- Allow time for students to read the next two chapter headings and make predictions.

## During reading

- Read Chapter 3 to students, stopping at appropriate places to pose questions that will help students develop understanding.
- Choral read Chapter 3 together. Stop at appropriate places to identify significant events and the main idea of the chapter.
- Repeat the process for Chapter 4.

## After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A and review how the main ideas were reached for Chapters 1 and 2.
- Model the process and allow time for students 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 keywords automatically

## Activity 1 Introduce the rap

Read *Great Grandma Gaming Rap* by Hari Singh to students, then choral read it together. Volunteers read the rap independently or with a partner.

## Activity 2 Perform the rap

Encourage students to move their bodies, clap their hands or click their fingers in time to the rap.

## Activity 3 Identify rhyme

Identify the rhyming words in each verse. Have students substitute other rhyming words that make sense in one of the verses.

## Activity 4 Make a readers' theatre script

Have students work in pairs and decide which lines they will read independently and which lines they will read together. Have each student use a highlighting pen of a different colour to shade their parts of the script so it is easy to remember what they need to read. Have students perform for the class using their scripts.

## Activity 5 Create a new rap

Have students work together to write a new rap about the Game On competition, using the same rhyming pattern and rhythm.

## Day 3: Before reading

- Review the reading strategy, saying that when they look at a page, students should be positive and think to themselves, "I can read this page".
- Review the text features which help make story predictions (title, chapter heading, sentences and keywords).
- Have students make predictions about how the story might end and share these with the group. Use prior knowledge about story endings to help with predictions.

## During reading

- Read Chapter 5 to students, stopping at appropriate places to confirm or negate predictions.
- Choral read Chapter 5 with students.

## After reading

- Allow students to complete their main idea statements for Chapter 5 and the whole story on Worksheet A.
- Students return to the group to discuss and compare these.

## Become a TV interviewer

### Goals

- To read and write an interview
- To identify and discuss the features of a written interview

Tell students that interviews are often conducted with people who have done something newsworthy. They are published so the reader can get to know the person and share their experience. The interviewer researches the person and what they did and makes a list of closed and open-ended questions. They keep the audience in mind when preparing questions. A good interviewer allows the guest to do most of the talking.

- Ask: What do you know about oral and written interviews? What is the difference?
- Allow time for students to quietly read *Sabotage Attempt Foiled* then discuss how the text is organised. Discuss the question-and-answer format.
- Students read the text with a partner, with one being responsible for reading the questions and the other reading the answers.
- Distribute Worksheet B and model how to use the format to record statements and questions.
- Discuss the difference between statements and questions and the purpose of each. Use the questions “Did Electra get caught?” and “What gave Electra away?” to demonstrate the difference between a closed question and an open-ended question. Have students think of an open-ended and a closed question to share.
- Students complete the task on Worksheet B, conducting an interview with Hari. They edit their interview and proofread it. They publish the interview to use as a script.
- Students work with a partner to rehearse a presentation of their interview. They practise their scripts and conduct their interview for the group.

# Game On!

## Worksheet A Identifying the main idea

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

Identify the main idea in each chapter.

Chapter 1:	Chapter 2:
Chapter 3:	Chapter 4:
Chapter 5:	
Identify the main idea of the whole story. The author wants the reader to think about...	

# Game On!

## Worksheet B Reading and writing an interview

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

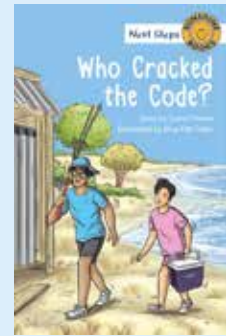
Make a list of statements and questions to use in an interview with Hari.

Interviewer	Opening statement
Hari	Response
Interviewer	Question
Hari	Answer
Interviewer	Question
Hari	Answer
Interviewer	Question
Hari	Answer

Edit, proofread and publish your interview. Conduct your interview.

# Who Cracked the Code?

Team Turbo uses a code to make sure Pumpkin and Curly can't know their plans. But the chocolate cake has gone! Has Pumpkin taken it? Team Turbo wants the truth. They have to stop Kylie telling Pumpkin the code. But where is Doris? What's that slurping noise?



## Reading Strategy

### Rereading

- To read unknown words
  - To ensure the text makes sense
  - To ensure the text sounds right
- To ensure understanding

## Comprehension focus

- Identifying the main idea

## Fluency focus

- Reading with a loud, clear voice

## Genre focus

- Report/fact file

## Day 1: Before reading

- Introduce *Who Cracked the Code?* by looking at the title, cover illustration and blurb.
- Have students predict what will happen in the story on sticky notes, then share their predictions. Ask: What makes you think that? Help students to justify their predictions.

## During reading

- Introduce the strategy of rereading. Read Chapter 1 aloud and stop at appropriate places to reread parts of the text. Ask: Why did I do this? Explain that rereading is a strategy they should use when they are having difficulty reading a text.
- Reread page 6 with students. Focus on the word *watch*. Say: If you didn't know what *watch* meant in this context, what word(s) on this page would give you a clue? (*I look at my watch.*) Model how the reader can skip over an unknown word, then reread and try the word again, checking to make sure it makes sense and sounds right. The illustration can help, too.
- Read page 7 to find the word *screen*. Ask: What clues can you find in the paragraph that tells what *screen* might mean?
- Choral read Chapter 1 with students and allow time to practise the rereading strategy.
- Repeat the process with Chapter 2.

## After reading

- Introduce the term "main idea" and jointly identify the main idea for Chapter 1. Ask students if they can identify the main idea for Chapter 2.
- Read and discuss the task.
- Explain the layout of Worksheet A, then read the chapter headings together. Allow students to draw the main ideas on Worksheet A for Chapters 1 and 2.
- Have students share their "main idea" drawings for Chapters 1 and 2.

## Fluency focus

Read *Writing in Code* or *Code Cracker Rap* with students. Discuss how a reader uses their voice when reading to an audience. Have students read *Writing in Code*. They practise reading with a loud, clear voice.

## Vocabulary and spelling activities

### Goals

To develop understanding about:

- ion suffix
- forming adverbs by adding -ly to the base word
- scr letter blend
- o\_e long o vowel
- syllables

### Activity 1 ion suffix

Find words ending with *-ion* in the text and record them on a sheet with the heading “-ion nouns”, e.g. *decision*, *explanation*, *information*. Orally put them in sentences to model their meaning for students, e.g. We need to make a decision about what to do next. Students identify the base word in each noun and note how it has been changed. (Decision forms a noun from the verb decide.) Brainstorm other -ion words, then list their base word beside them.

### Activity 2 Forming adverbs by adding ly to the base word

Find the following adverbs in the text and read them in context – *usually* (page 6), *correctly* (page 14), *electronically* (page 37). Model how -ly is added to the base word to form an adverb. Explain that an adverb adds information to a verb. Allow students to add further examples to the list. Model how adding an adverb to a sentence gives it more meaning.

### Activity 3 scr- letter blend

Write the word *scream* on the board and ask: What sound do you hear at the beginning of the word? Students identify the letters that represent the scr- sound. They brainstorm a list of other words with the same sound/letter blend, e.g. *screen*, *scratched*. Have students copy the list of words and underline the letter pattern that makes the scr- sound.

### Activity 4 o\_e long e vowel

Record the words *code*, *hope* on the board. Ask: What sound can you hear in each word (long o as in the letter name o)? What letter(s) represent the sound in each word (o\_e)? Underline and identify the letter pattern that makes the long /o/ vowel sound. Ask students to record the words and find other words with the matching letter pattern, e.g. *phone* (page 6), *note* (page 12), *decode* (page 13). Make a class list of words with the long o vowel sound using o\_e letter pattern and display them.

Point out that this letter pattern ( vowel\_consonant\_e) makes the long vowel sound (as in the name of the letter) for all the vowels, e.g. a *take*; e *these*; i *time*; u *huge*. Students look for more words with these letter patterns. List and read them.

## Activity 5 Syllables

Ask students to define the term “syllable”. Model how to hear the syllables in words by saying the word slowly and clapping the beats. Do this for *forgotten* and count the syllables (*for/got/ten*, 3 syllables). Students find words in the book with 1, 2 or 3 syllables and share them. They list their words and mark the syllables, e.g. *screen* 1, *de/code* 2, *gen/ilus* 3.

## 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 predictions recorded on Day 1, then have students summarise the story so far. Provide positive feedback.

## During reading

- Repeat the approach used in Day 1. Stop and reread difficult words, e.g. *thieves* (page 18). Have students look for clues for the word. Do the same for *furious* (page 20).
- Choral read Chapter 3 together. Repeat the process for Chapter 4.

## After reading

- Review and model how to identify and record the main idea for Chapter 3.
- Allow students to complete and share their drawings of the main ideas 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 keywords 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 that has been used. Note any deviations and discuss. Identify the words at the end of the second and last lines of each verse. Identify the words that rhyme and the words that don’t. Brainstorm other sets of rhyming words that could

be used. 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 and repetition

Identify the way that syllables work to establish a rhythm. Notice which words have only one syllable. Identify the repetitive elements of the rap. Have students work in pairs to create a new verse using the same repetitive pattern. They share their new verses with the group.

### Activity 5 Create a new rap

Have students work together to write a new rap about the cracking codes using the same rhyming pattern and rhythm.

## 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 Chapter 5 to students, asking them to note difficult words and where they would reread from.
- Choral read Chapter 5 together.

## After reading

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

## Read and write a report

### Goals

- To read and write a report
- To identify and talk about a report
- To write a fact file



Reports tell us about a topic. They give us information by listing facts. (who, what, where, when, how, why) Sometimes time words (*today, goes back thousands of years*) 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.
- Allow time for students to read *Writing in Code*. Ask: What did you already know about secret codes? What did you learn? Model how to begin writing a fact file using Worksheet B.
- 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 *Writing in Code*.
- Inform students that they will use the text from the book using Worksheet C.
- Ask them to cut it into meaningful sections, sequence the sections and the graphics 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 extra graphic elements to their report.
- Allow time for students to assemble their fact file about secret codes. They prepare by completing the entries on Worksheet B. When they have finished, ask: What are the three main things that the fact file tells us.

# Who Cracked the Code?

## Worksheet A Identifying the Main Idea

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

Draw a picture about the main idea for each chapter of the book.

Chapter 1, The Big Decision	Chapter 2, The Code
Chapter 3, TT Wants the Truth!	Chapter 4, Where's Doris?
Chapter 5, Curly Solves the Mystery	

Write a short sentence about the main idea of one chapter.

## Who Cracked the Code?

### Worksheet B Writing a fact file

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

Analyse *Writing in Code*. Make a fact file about secret codes.  
When did codes first start?

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List the different codes mentioned.

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Find three different sentence beginnings.

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Find four verbs (action words).

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Find a sentence with the word *code* in it.

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Read the concluding sentence and write a different one.

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What were the three things the report told us?

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## Who Cracked the Code?

### Worksheet C Reading and writing a report

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

## Writing in Code

Writing in code goes back thousands of years. Generals needed to tell their armies what the plan was. If the message explaining the plan was found by the enemy, they would not be able to read it and know where to attack.

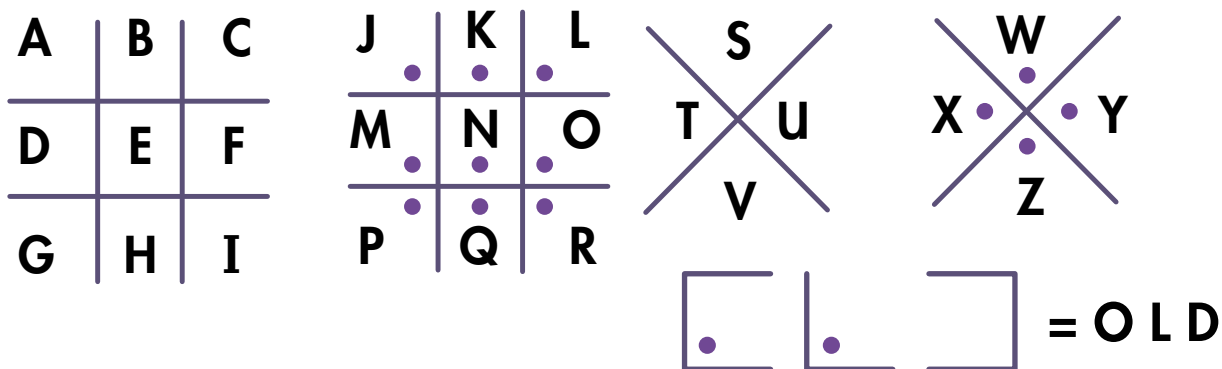
Here are some ways to make codes.

**A B C D E F G H I**  
**J K L M N O P Q R**  
**S T U V W X Y Z**

Using the alphabet, you can plan to take a letter before or after the one in the word. So **magic** in code would be

**NBHJD** (after) or **LZFH B** (before)

This one is called pigpen code. Each letter has some lines and some of them have a dot in a certain place, e.g. for the word OLD:  
O is a 3-sided square with a dot; L is a 2-sided square with a dot; D is a 3-sided square with no dot.



Today computer messages are encrypted electronically. The sender and the receiver are the only ones who can read them.

# Wild Weather

During a wild storm, an elderly man has to be rescued from his little boat. The weather washes seaweed, driftwood and plastic 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 keywords *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? What is a coast guard? Discuss responses.
- Read the chapter to students, then choral read it together. Ask what helped the team facilitate the rescue? (*phone, binoculars*). Discuss the meaning of *listing to starboard*. (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 text to students, then choral read it together.
- Ask: What safety features did Mr Patterson have in place? e.g. *phone in a plastic bag, life jacket, water bottle*.
- Discuss the importance of identifying who is telling a story (voice). Have students identify the narrator for *Wild Weather*.
- Encourage students to justify their choice using evidence or keywords from the text.

## 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 the *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

### Goals

To develop understanding about:

- words from the same base words
- gn letter pattern
- the letter g making the /j/ sound
- the er letter pattern
- y at the end of a word making the long /e/ vowel sound

### Activity 1 Words from the same base words

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 gn letter pattern

Write the word *gnome* and ask students to read it with you. Ask: Which letters are silent in the word? (*g, e*) Brainstorm a list of other words with the gn letter pattern, e.g. *gnat, sign, design*. Have students record the list and underline the gn letter pattern. Ask them to orally create rules about the use of this spelling. They add a written rule to their list. (On page 9, notice the word *signalling* which has the same letter pattern but the g is not silent.

### Activity 3 The letter g making the /j/ sound

Ask students to find and list interesting words from the story with the letter g making the /j/ sound, e.g. *arrange, challenge, changed*. Have students quietly read their lists and underline the letter that makes the /j/ sound. Jointly construct rules about the letter g making the /j/ sound.

### Activity 4 The er letter pattern

Say the words *perform, Patterson, alerting*. Ask students to write the words. Remind them to sound /er/ as they write. Spell the words aloud after checking spelling. Add words with the same letter pattern to the list of words, e.g. *reporter, fisher, hyperdrive*. Underline the letters er in each word and identify that they represent the sound /er/ in each word.

### Activity 5 y at the end of a word making the long /e/ vowel sound

Have pairs of students find words with y at the end of a word making the long /e/ vowel sound in the text, e.g. *lady, busy, Maddy, sturdy*. List and read the words together. Underline the y in each word and create a rule for y making the long /e/ vowel sound. Allow time for students to copy the list and the rule.

## 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 to students, stopping at appropriate places to ask questions. After reading "*We can get helpers. We're up for the challenge!*" I say. (page 19) ask: What sort of relationship do you think Stace has with Benji? What evidence did you read in earlier chapters to justify this view? ("*She brings them to Benji. She's so clever.*" page 12)
- Choral read Chapter 3 together.
- Repeat the process for Chapter 4. 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 keywords automatically

## Activity 1 Introduce the rap

Read the *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. Have students shade each group of rhyming words a different colour. 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. Have each student use a highlighting pen of a different colour to shade their part of the script. 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 Chapter 5 to students, asking them to note where you varied the reading to suit the situation.
- Choral read Chapter 5 together. 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, seriously, deliciousness, attention, especially, council, embarrassed, recycling, debris*. Involve students in decoding words.

## 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.

# Wild Weather

## Worksheet A Identifying the author's purpose

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

What connections can you make with the story?

### Chapter 1: Call the Coast Guard

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.

# Wild Weather

## Worksheet B Reading and writing a newspaper report

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

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

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

Name of person being interviewed:

Question 1: \_\_\_\_\_

Answer: \_\_\_\_\_

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Question 2: \_\_\_\_\_

Answer: \_\_\_\_\_

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Question 3: \_\_\_\_\_

Answer: \_\_\_\_\_

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

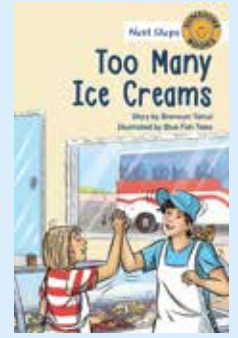
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Make a diagram of the beach where the clean-up happened.

# Too Many Ice Creams

Carlo and Stace are working for a school badge by helping in My Favourite Ice Cream Shop. Forty tourists arrive wanting ice creams – with sprinkles – and they only have a 15-minute stop! Carlo comes up with a plan.



## Reading strategy

Asking questions as we read

- What do I know about the characters?
- Why did the character say that?
- Why did the character do that?
- What does that tell me about the character?

What will the character do?

## Comprehension focus

- Analysing characters

## Fluency focus

- Making our voice go up at a question mark

## Genre focus

- Persuasive letter

## Day 1: Before reading

- Introduce and read the questions we should ask ourselves about characters before, during and after reading:  
What do I know about the characters?  
Why did the character say that?  
Why did the character do that?  
What does that tell me about the character?  
What will the character do?
- Talk about characters in stories, e.g. favourite characters, how authors develop characters, why we like some but dislike others, why we feel for or empathise with some.
- Discuss the features of the text that help us build character profiles, e.g. descriptions, reactions, responses, feelings, dialogue, thoughts, actions of characters.
- Allow time for students to scan the book using illustrations and chapter headings to identify the characters of the story.

## During reading

- Read Chapter 1 aloud and stop at appropriate places to ask questions about the characters.  
Ask: What do you already know about Stace and Carlo? What was Carlo thinking?
- When the chapter has been read, have students write the names of the characters on Worksheet A. Model how to write a short phrase about the characters.
- Read Chapter 1 with students and allow them to complete the worksheet. Repeat the process for Chapter 2.

## After reading

- Students share their notes about characters in Chapter 1, then orally summarise what they know of the characters so far using their notes on Worksheet A.

## Fluency focus

Model reading pages 8-9 of the book with students. Discuss how you used your voice. Have students chorus read the pages. They practise making their voices go up at a question mark.

## Vocabulary and spelling activities

### Goals

To develop understanding about:

- the ate word family and rhyme
- abbreviations
- contractions
- /c/ sound with c and ck
- long /a/ vowel sound

### Activity 1 The -ate word family and rhyme

Write the words *gate* and *late* on the board and ask: What do these words have in common?

Underline the letters that represent the /ate/ sound in the words. Sound the words together.

*g/ate, l/ate*. Add other words from the same word family, e.g. *mate, hate, plate, state, date, rate*.

Add words that rhyme with *late* to the list. Notice the different spelling patterns, e.g. *bait, wait, straight*. Reread the words together.

### Activity 2 Abbreviations

Explain that abbreviations are short forms of words, e.g. TV is short for television. Ask: Do you know what Dr is short for? (doctor) Have students think of other abbreviations they are familiar with. Discuss the way text messages are shortened and what their full meaning is. e.g. LMK (let me know); BTW (by the way).

### Activity 3 Contractions

Introduce and define the term contraction. Model how two words can be joined together to make a shorter word. Model the use of an apostrophe in contractions. Have pairs of students find contractions in the text. Record their examples and then record each one as two words:

*you'll = you + will*. Involve students in making rules about contractions, the use of an apostrophe and how contractions are formed. Display the list of contractions in a visible space and add to it as new examples are found, e.g. *don't, it's, can't, I'm* etc.

## Activity 4 /c/ sound with c and ck

Identify two words with different /c/ sounds, e.g. *Stace*, *cost*. Talk about the two different sounds, hard c (*carry*) and soft c (*Stace*). Find other examples to add to a list of words where /c/ sounds like c and ck. Look for the /c/ in words with ck, e.g. *luck*. (page 6) Notice that it is a hard /c/ sound. The k in look is also a hard /c/ sound

Find more examples (cinema, cone, keep, pick). Classify the words into groups according to the letter(s) that represent the /c/ sound in the words. Have students copy the list and underline the letter(s) making the /c/ sound in each word. Jointly construct rules about the use of c, k or ck to represent the /c/ sound in words.

## Activity 5 Long /a/ vowel sound

Work with the group to find words with the long /a/ vowel sound in the text, e.g. *came*, *pay*, *wait*, *Stace*, *later*, *tables*, *fake*, *waves*, *take*, *made*, *Saltspray*, *main*, *crazy*, *arrange*. List the words and read them together. Have individuals find words that have a common letter pattern making the long /a/ vowel sound, e.g. today, play. Sort the words into groups according to their letter pattern (ai, ay, a\_e). Use a dictionary to add more words to each list. Create and record a rule about the long /a/ vowel sound in words.

## Day 2: Before reading

- Review what students know and feel about the characters so far by referring to their notes on Worksheet A.
- Reread the questions they can ask about characters before, during and after reading.

## During reading

- Repeat the approach used in Day 1. Read Chapter 3 aloud and stop at appropriate places to ask questions about the characters.
- Record information about characters on Worksheet A for Chapters 3 and 4.
- Continue modelling how to ask questions before, during and after reading.

## After reading

- Encourage students to share their notes about characters for Chapters 3 and 4 and their predictions for Chapter 5.
- Allow students to add to Worksheet A as they are listening to the ideas of their peers.
- Remind students about reading between the lines by posing questions that relate to how characters felt. Ask: How did Mrs Chan feel about Stace and Carlo looking after her ice-cream shop? How did Maddy feel about the situation? How did the bus driver feel about the discount Carlo offered?

# 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 keywords automatically

## Activity 1 Introduce the rap

Read the *Ice Cream Shop 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 that has been used, e.g. note any deviations and discuss. Identify the words at the end of the second and fourth lines of the first two verses. Identify the words that rhyme (*shop, top*) and the words that don't (*flavour, sprinkle*) in the fourth verse. Brainstorm other sets of rhyming words that could be used. 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 that syllables work to establish a rhythm. Identify the rhythm that is established when the first two lines of the first two verses 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 a rap on a device about one aspect of ice cream. They can add graphics to their rap. Have students jointly publish their raps as one book along with other details about ice cream. Identify the cover features of books that are made up of collections, e.g. a fairytale book or poetry. Students include these features in their publication of raps.

## Day 3: Before reading

- Have students use their copy of *Worksheet A* to recall what they know about the characters and to identify who they think the main characters are. Students check their predictions against the group decision.
- Jointly compose a short character profile. Include an introduction and a paragraph about the character at the beginning, middle and end of the story. Finish with a concluding statement.
- Read the character profile together.

## During reading

- Repeat the approach used in Days 1 and 2 and read and record information about characters on Worksheet A for Chapter 5.
- Continue modelling how to ask questions before, during and after each chapter.

## After reading

- Discuss sections of the text that are proving difficult for students. Remind them that they can skip a word, then go back and guess the word or they might use the first letter or the first few letters to help them decode the word.
- Students go back to the start of the sentence to reread the text, then guess the word using context clues.

## Write a persuasive letter

### Goals

- To read, understand and identify the features of a persuasive letter
- To write a persuasive letter

Letters are sometimes written to encourage someone to do something. A persuasive letter starts by giving background to what the person writing the letter wants to happen. The writer of the letter adds some arguments to convince the reader. A persuasive letter ends with a summary and a request for action.

- Ask students what they know about persuasive letters. Allow time for them to read the *Letter from the Bus Company* on pages 36–37. Tell them that they are going to write a letter persuading a relative to provide their favourite food at a celebration.
- Students write their ideas down. They brainstorm a list of favourite foods. Discuss the reasons why they like these foods. Ask: Are they just favourite foods, or is there a dietary reason?
- Remind students they need to be making notes to use when writing a persuasive letter. Model how to start using Worksheet B and allow time for them to complete it.
- Reread the *Letter from the Bus Company* and discuss the persuasive tone of the writing, particularly in the opening paragraph which is complimentary. Say: You could use this format to help you write a letter to your relative.
- Model how to write an opening statement such as, “I am writing to you because...” Remind students to use the first paragraph to make their request clear and to use their notes.
- Next they identify reasons for a special menu, such as good things that will happen if it is served.
- Students write two arguments for the favourite food. They add a concluding statement.
- Review editing and proofreading strategies and create a checklist for students to use as they complete the tasks. They should check each sentence for capital letters and punctuation and make sure they have included commas after the greeting and the closing.
- Have students write their letters and publish them. They read their letters, noting the use of persuasive language, the way their request was stated, the reasons given and the possible effects that have been included.



# Too Many Ice Creams

## Worksheet A Analysing characters

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

Add the names of two characters and a few words about what they say or do in each chapter.

### Chapter 1 Business Badge

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### Chapter 2 Scooping

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### Chapter 3 40 Ice Creams!

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### Chapter 4 15 Percent Discount

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### Chapter 5 It was a Good Idea

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# Too Many Ice Creams

## Worksheet B Reading and writing a persuasive letter

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

### Gather your thoughts.

Draft a letter to your relative, edit and proofread it and then publish it.

Part 1: Write your ideas.

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Part 2: Write an opening statement.

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Part 3: Write two arguments, such as benefits or good things that will happen.

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Part 4: Add a concluding sentence.

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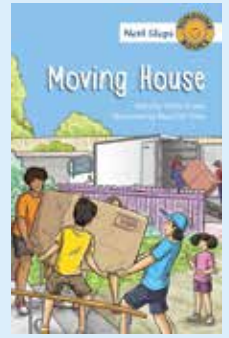
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Draft a letter to your relative, edit and proofread it and then publish it.

# Moving House

Benji and his family are down-sizing from a house to an apartment. Team Turbo is there to help. Benji, Doris and Benji's mum are sad about the change. Despite the strangeness of moving to a new place, Benji assures Doris that they'll get used to it.



## Reading strategy

### Being positive about reading

- Make good guesses for unknown words
- Stop to think when a text doesn't make sense or sound right
- Reread when meaning is unclear
- Identify a text type and think about how it should be read

## Comprehension focus

- Identifying the main idea

## Fluency focus

- Recognising and reading keywords with confidence

## Genre focus

- Recount (email)

## Day 1: Before reading

- Introduce *Moving House* by discussing the cover and reading the title.
- Discuss what "moving house" means and invite students to make predictions about the book.
- Encourage students to share what they know about moving house.
- Allow time for them to scan the book including the contents page to check their predictions and to share any other discoveries they make.

## During reading

- Introduce the reading strategy by discussing the importance of being positive about reading. Talk about:
  - making good guesses for unknown words
  - stopping to think when a text doesn't make sense or sound right
  - rereading when meaning is unclear
  - identifying a text type and thinking about how it should be read.
- Read the Chapter 1 heading. Ask: What does it suggest?
- Read Chapter 1 to students, then identify the significant events and the main idea of the chapter. Choral read Chapter 1 together.
- Pose questions that will help students reflect on the relationships between the characters. Ask: Why did Benji like having Carlo and Kylie help him pack?
- Read the Chapter 2 heading and invite students to make predictions about what will happen during the move.
- Read Chapter 2 to students. Then identify the significant events and the main idea.

- Choral read Chapter 2 together. Check students' predictions about what they thought would happen.

## After reading

- Distribute Worksheet A and model how students should make entries for Chapters 1 and 2.
- Allow time for students to share and compare their work and congratulate those who stayed focused and remained on task.

## Fluency focus

Read *Benji's Email* or *Moving House Rap* to students. Discuss how the reader uses their voice when reading to an audience. Have students read along with *Benji's Email*. They practise recognising and reading keywords with confidence.

## Vocabulary and spelling activities

### Goals

To develop understanding about:

- suffix -ly
- compound words
- prefix un-
- contractions
- words with multiple meanings

### Activity 1 Suffix -ly

Write and read the word *sadly* and identify the base word *sad*. Repeat the process for other words ending in -ly, e.g. *perfectly*, *silently*. Discuss the base for each of them. Introduce the term "suffix" and underline -ly in the words. Explain the meaning of the suffix -ly. Often -ly turns an adjective into an adverb, but not always. Brainstorm a list of other words with the -ly suffix. Look at the base words for the adverbs *carefully*, *quickly*, *really*, *slowly*. Check if they are adjectives.

### Activity 2 Compound words

Ask: What is a compound word? Brainstorm compound words students know and list them on a board. Explain that a compound word is where two words are joined to make one, e.g. *tea + pot = teapot*, *tooth + brush = toothbrush*. Discuss the meaning of each individual word and the combined word. Do the same for other compound words in the text, e.g. *teaspoon*, *takeaway*, *skateboard*, *bathroom*.

### Activity 3 Prefix un-

Write the word *unpack* and discuss its meaning (take things out of a suitcase). Underline the prefix un- and identify it as the part of the word that shows the opposite of the word. Invite students to use a dictionary to find other words with the prefix un-, e.g. *unload*, *unwrap*. They record the list and create a rule about the prefix un-.

## Activity 4 Contractions

Discuss contractions (two words that have been joined together and shortened). Record the word *can't* on the board and read it with students. Explain that *can't* is short for *cannot*. Review the meaning of the word and invite the students to write the letters that are missing from *cannot* and replaced by an apostrophe (no). Repeat the process for other contractions. Record the missing letters and the meaning of the words, e.g. *you'll*, *we're*, *she'd*, *wasn't*, *don't*, *you'll*, *I've*.

## Activity 5 Words with multiple meanings

Write the word *china* and ask students to explain its meaning. Look at page 16 and read the word *china* in context. What does *china* mean here? (breakable cups and plates) Explain that *china* has more than one meaning. What other meanings can *China* have? (a country in Asia) Students look for more words with multiple meanings in the text and discuss, e.g. *moving*, *cool*, *can*. Brainstorm and make a list of words students know with multiple meanings. Write the meanings beside the words, e.g. *moving* – moving house, moving story.

## 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, 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 implied meanings.

## During reading

- Read Chapter 3 to students, stopping at appropriate places to pose questions that will help them develop understanding. Ask: How does Benji feel about leaving their house with Doris?
- Choral read Chapter 3 together.
- Read Chapter 4 to students then ask: How did Benji feel about going back for the toothbrushes?
- Choral read Chapter 4 together. Discuss the significant events of and main idea for both chapters.

## After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A.
- Discuss the value of rereading excerpts in context. Model the process and allow time for students 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 keywords automatically

## Activity 1 Introduce the rap

Read *Moving House 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 that has been used. Note any deviations and discuss. Identify the words at the end of the second line and the last line of each verse. Identify words that rhyme and words that don't and the humour at the end of the rap. 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 that syllables work to establish a rhythm, e.g. when the last two 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.

## Day 3: Before reading

- Review the reading strategy by inviting students to recall the things they can do to show they have a positive attitude towards reading.
- Discuss the importance and value of observing others, reading along with them and then practising reading independently.
- Involve students in summarising the story so far and discussing how they think it will end.

## During reading

- Read Chapter 5 to students, then choral read it together. Discuss the ending in light of students' predictions and allow time for them to confirm or negate their predictions.
- Identify the significant events in the chapter. Encourage diversity of opinion and allow time for students to voice their ideas and opinions.
- Have students identify any unfamiliar words in the text, e.g. *reality, apartment, china, weird*.
- Involve students in applying a range of strategies to decode the words.

## After reading

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

# All about emails

## Goals

- To read and write an email
- To identify and discuss the features of an email

Emails can be written to share good news, bad news, ask a question, or express the writer's feelings or opinions about something. They are sent electronically and are received anywhere in the world almost immediately. Photos and scanned documents can be attached to the email.

- Ask: What do you know about email etiquette? Discuss how an email should include a subject line; a greeting, good grammar and spelling. It is important to check that the address you have entered is correct. It is polite to reply to an email promptly.
- Involve students in discussing their own emailing habits – who they send them to and what they are usually about.
- Allow time for students to read Benji's email. Introduce Worksheet B. Reread Benji's email together and model how to add some text to each paragraph. Encourage students to be descriptive and use new and interesting words in their writing when completing Worksheet B.
- Discuss the operation and screen displays of the email service the school uses for writing, sending, receiving, saving, deleting and printing emails.
- Reread Benji's email and say: We could use this format to help us compose and send an email. Identify the features at the top of an email and highlight the purpose of the subject line.
- Model how to compose the email. Match students with an email partner and review school requirements for sending emails.
- Remind students to keep their emails brief; to sound out words when writing; to use spelling and grammar checks.

# Moving House

## Worksheet A Identifying the main idea

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

Write a sentence about the main idea for each chapter of the story.

Chapter 1: Packing Up	Chapter 2: The Big Move
Chapter 3: The Next Home	Chapter 4: One Last Time
Chapter 5: Facing Reality	
Draw a picture about the main idea of the story.	



# Moving House

## Worksheet B Reading and writing an email

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

Add to Benji's email.

Paragraph 1

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Paragraph 2

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Paragraph 3

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Paragraph 4

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Paragraph 5

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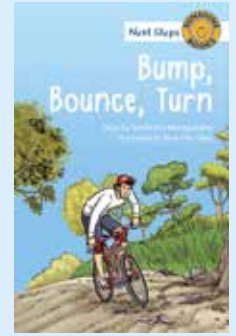
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Compose and send an email.

# Bump, Bounce, Turn

Carlo is practising mountain bike tricks. They come in useful when he and Team Turbo find a man who has fallen off his horse and broken his leg. But where is the horse? Carlo rides down into the valley to help.



## Reading strategy

### Asking questions as you read

- What do I know about the characters?
- Why did the character say that?
- Why did the character do that?
- What does that tell me about the character?
- What will the character do?

## Comprehension focus

- Analysing characters

## Fluency focus

- Reading with emphasis when you see an exclamation mark

## Genre focus

- Instructional text

## Day 1: Before reading

- Introduce *Bump, Bounce, Turn*. Have students make predictions about the content by looking at the title, cover illustration and blurb, then choral read it together.
- Review the term “main character”.
- Allow time for students to scan the book, including the contents page, to see who they think the main character will be and to note features of the storyline. They share their predictions with the group.
- Introduce the reading strategy by discussing the importance of asking ourselves questions about the characters before, during and after reading. Explain that we do this to aid prediction and comprehension.
- Record and share the questions for the reading strategy on a chart.
  - What do I know about the characters?
  - Why did the character say that?
  - Why did the character do that?
  - What does that tell me about the character?
  - What will the character do?
- Ask: What do you already know about Carlo? Have students record three facts on sticky notes, then share their opinions with the group.
- Identify common elements and differences of opinion.

## During reading

- Read the title for Chapter 1 and ask, What do you think this chapter will be about? Discuss responses.
- Discuss the importance of identifying who is telling a story (voice), then invite students to identify the narrator of *Bump, Bounce, Turn*. Encourage students to justify their choice using evidence or keywords from the text.
- Students scan the Chapter 2 heading and illustrations and predict how Carlo will do with his practising. Encourage them to justify their opinions.
- Read Chapters 1 and 2 to students, then choral read them together.
- Jointly describe Carlo's attitude to riding the track in Chapter 1, e.g. "I was excited" (page 5) or "I felt strong and steady" (page 8).
- Reread Chapter 1 with students, then ask: Do you think Carlo will feel like this throughout the story? Why or why not?
- Allow time for students to refer to their sticky note facts about Carlo.
- Choral read Chapter 2 together stopping at appropriate places to pose questions about the characters. Ask: Why do you think Carlo rode Saddletop Mountain track before walking up it? What did Benji think of Carlo's riding?

## After reading

- Read Worksheet A and model how students can use excerpts from the text to record information about Carlo.
- Have students record the information for Chapters 1 and 2.

## Fluency focus

Read *Riding Tight Bends* or *Mountain Bike Rap* with students. Discuss how a reader uses their voice when reading to an audience. Students read along with *Mountain Bike Rap*, practising reading with emphasis when they see the exclamation mark. Share the parts of Carlo and Kylie.

## Vocabulary and spelling activities

### Goals

To develop understanding about:

- /ur/ vowel sound
- figurative language
- pronouns
- interesting vocabulary
- tr letter blend

## Activity 1 /ur/ vowel sound

Record the following words on the board – *turn, Turbo, curved*. Read the words together and ask: What sound can you hear in each word? What letter(s) represent the sound? Underline the vowel sound /ur/ in each word. Have students find other words with the /ur/ sound in the text, e.g. *turning, turned, turns, burning*. Students read the words, listening for the /ur/ vowel sound.

## Activity 2 Figurative language

Introduce the term *figurative* and discuss its meaning in the context of the book. Use an example of what Carlo said – *hairpin turns* (page 11). Invite students to find and list other examples such as *slithered between trees* (page 14). Involve students in creating other figurative language for Carlo to say. Record the figurative language and include it in appropriate places when reading the text aloud.

## Activity 3 Pronouns

Revise the term *pronoun* and its usage. Invite students to select a pronoun from the text, e.g. *they, we, I, him*. Discuss what *they* means on page 32. Compile a list of pronouns from the text and discuss their meaning. Brainstorm other pronouns to add to the list and discuss their meaning.

## Activity 4 Interesting vocabulary

Revise the term *vocabulary* and what it means. Point out that this story has interesting vocabulary because much of it is to do with mountain biking and has been developed by mountain bikers themselves. Invite students to look at the glossary. It will help with the meaning of some words. Ask: What's a hairpin bend? Is it a pin for hair? Discuss how familiar vocabulary can be used in an activity like mountain biking to create its own language.

## Activity 5 tr letter blend

Review the meaning of the term *blend* and the tr- form by recording the words *tree* and *track*. Have students brainstorm other words beginning with tr-, e.g. *tricks, tramp, trouble*. Students record and learn to spell the five words.

## Day 2: Before reading

- Explain how asking questions about characters aids prediction and comprehension. Read the chart of questions together.
- Involve students in orally retelling the story so far through Carlo's eyes.
- Allow time for students to check headings for Chapters 3 and 4, then record a prediction about Carlo on sticky notes.

## During reading

- Read Chapter 3 to students, then choral read it together. Ask: Why did Maddy suggest an ambulance? Why did Carlo have a different idea to Benji?
- Repeat the process for Chapter 4 after orally predicting what will happen to Flash.

## After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A and encourage students to find examples of their own.

## 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 keywords automatically

### Activity 1 Introduce the rap

Read *Mountain Bike Rap* with students. Invite volunteers to read the rap independently. Review how to read a sentence with an exclamation mark.

### 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 the first verse. (*hill, thrill*) Establish that some of the rhyming words are not spelt with the same letter pattern, e.g. *dirt/hurt, flew/tattoo*. Brainstorm other rhyming words that could have been used. Group the words according to their letter patterns.

### Activity 4 Alliteration

Read the rap together and discuss the use of alliteration (same initial sound in the word) in these words – *burning round the bend, flying free, flew*. Have students suggest words with alliteration to describe mountain biking, e.g. *pumped and puffing, strong and steady, bent to balance*. They create a verse using alliteration.

### Activity 5 Identify rhythm

Identify the rhythm of verse one by counting the syllables in each line. Brainstorm other phrases that repeat the rhythm of the first verse. Students read the verses with the substitutions.

## Day 3: Before reading

- Review the reading strategy by inviting students to recall questions they can ask themselves about characters before, during and after reading.
- Involve students in summarising what they know about Carlo in this story after allowing time for them to refer to their sticky-note predictions about him.
- Discuss how knowing and analysing characters aids prediction and comprehension.

## During reading

- Read Chapter 5 to students, then choral read it together. Discuss the way Carlo responded to the challenge. Ask: Why did Hari suggest “two of you” deserve the name “Flash”? How did Carlo feel about Hari’s suggestion? (page 34)
- Encourage diversity of opinion and allow time for students to voice their ideas and opinions and demonstrate respect for differing views.

## After reading

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

## Describe how to ride a steep hill

### Goals

- To read, understand and write a set of directions
- To identify and discuss the features of an instructional text and introduce related terminology
- To rewrite an instructional text

Directions for mountain bike tricks or moves tell you how to do them. They are an instructional text, written in a sequence of steps. The steps can be numbered or lettered to show the correct order. By following agreed steps, everyone can learn how to control a bike on a steep hill. Diagrams and labels are also useful to help the rider.

- Ask: What do you know about instructional texts? Discuss responses.
- Allow time for students to read *Riding Tight Bends*. Refer to the glossary for a description of hairpin bends.
- Talk to students about how directions are written. Model how to begin writing the directions using Worksheet B.
- Students brainstorm a list of alternative headings for directions on how to ride down a steep hill. Listen for keywords and phrases when they share their ideas. Have students write and share their headings. They can refer to online descriptions for safe riding on steep hills.
- Students prepare to write the steps. They note that most steps begin with a verb. They write the steps. Brainstorm possible diagrams with labels to make the steps clearer.
- Have students complete the task by editing the steps.
- Listen to students read their directions, noting how they vary the pace of reading to suit the content.

# Bump, Bounce, Turn

## Worksheet A Analysing characters

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

Add a few words about what Carlo says and does in each chapter.

### Chapter 1 Tight Turns

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### Chapter 2 Saddletop Mountain

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### Chapter 3 Bucked and Broken

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### Chapter 4 Finding Flash

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### Chapter 5 Dash to Flash

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# Bump, Bounce, Turn

## Worksheet B Reading and writing an instructional text

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

Write directions for how to ride down a steep hill safely.

Heading

Prepare the steps

Directions

Step 1

Step 2

Step 3

Step 4



# Mr Gruffy

Maddy and Team Turbo go to the beach so that Maddy can take fun photos for a competition. They notice a sea lion and he isn't happy. He has a strip of plastic around his neck. The children get help for the sea lion and Maddy takes a different kind of photo.



## Reading Strategy

Ask questions as you read

- What do I know about the characters?
- Why did the character say that?
- Why did the character do that?
- What does that tell me about the character?
- What will the character do?

## Comprehension focus

- Analysing characters

## Fluency focus

- Using intonation to convey author's message

## Genre focus

- Personal narrative (social post)

## Day 1: Before reading

- Introduce the book and allow students to make predictions about the content by looking at the title, cover illustration and blurb. Choral read it together. Engage them in sharing their knowledge and experience of photography and marine life.
- Review the term "main character". Allow time for students to scan the book, including the contents page, to see who they think the main character will be and to note features of the storyline.
- Students share their predictions with the group.
- Introduce the reading strategy by discussing the importance of asking questions about the characters before, during and after reading. Explain that we do this to aid prediction and comprehension.
- Write questions about the characters on chart paper and read them with students.
  - What do I know about the characters?
  - Why did the character say that?
  - Why did the character do that?
  - What does that tell me about the character?
  - What will the character do?
- Have students suggest further questions to add. Ask: What do you already know about Maddy's character? Have students record three facts on sticky notes, then share their opinions with a partner and the group. Identify common elements and differences of opinion.

## During reading

- Read the title for Chapter 1 and ask: What do you think this chapter will be about? Discuss responses.
- Discuss the importance of identifying who is telling a story (voice), then have students identify the narrator of *Mr Gruffy*. Encourage students to justify their choice using evidence or keywords from the text.
- Jointly describe Maddy's attitude using new and interesting words, e.g. enthusiastic, excited.
- Reread the chapter with students, then ask: Do you think Maddy will feel like this throughout the story? Why or why not?
- Discuss the way Maddy speaks and highlight features by rereading excerpts together, e.g. "It's going to be my best photo yet!" (page 8)
- Have students choral read Chapter 1 together.
- Students scan the Chapter 2 heading and illustrations and predict how Maddy will feel about the competition now that Team Turbo is there too. Encourage them to justify their opinions.
- Read the text to students, then choral read it together. Discuss the change in Maddy's attitude.
- Allow time for students to refer to their sticky-note facts about Maddy.

## After reading

- Read Worksheet A and model how students can use excerpts from the text to record information about Maddy in Chapters 1 and 2.

## Fluency focus

Read *Maddy Chan's Social Page* or *Mr Gruffy Rap* to students. Discuss how readers use their voice when reading to an audience. Have students read *Maddy Chan's Social Page*. They practise using intonation to convey the author's message.

## Vocabulary and spelling activities

### Goals

To develop understanding about:

- kn letter pattern
- short /a/ vowel sound
- prefixes un- and en-
- sounding out words when writing

### Activity 1 kn letter pattern

Write the word *knot* on the board. Say the word and discuss the use of the silent k in the letter pattern kn. Repeat the process with the word *knee*. Find other words with the same letter pattern in the text, e.g. *know*, *knew*, *knelt*. Record and read the words. Students think of other words with the same letter pattern. Add these to the list and read the words together. Underline the silent k in each word.

## Activity 2 Short /a/ vowel sound

Write the words *can* and *that* on the board. Say and spell the words together, then identify the sound made by the a in each word. Have pairs of students find other words with the short /a/ vowel sound in the text, e.g. *plastic, as, have, Maddy, Hari*. Have students share and compare their lists of words. Combine the lists to make one list for the text. Arrange the words in alphabetical order.

## Activity 3 Prefixes un- and en-

Write *untangled* on the board. Break the word into smaller parts, *un + tangled = untangled*. (page 27) Discuss what un- means and how it changes the meaning of *tangled*. Review the term prefix and brainstorm a list of words beginning with the prefix un-. Students copy the list. Write *entangled*. Identify the prefix en- and make a list of words beginning with en-. Discuss what en- means and how it changes the meaning of *tangled*. (page 27) Brainstorm, record and read together a list of words with the prefix en-.

## Activity 4 Sounding out words when writing

Discuss the importance of applying a range of spelling strategies when writing:

- automatically recall spellings of high-frequency words
- writing a word out in different ways to see which version looks right
- sounding out as we write so that all sounds in words are represented by a letter or letter pattern
- applying spelling rules

Demonstrate how to sound out a word when writing, then conduct a guided dictation session where you and students sound out the words they need to write together. Include words with a range of letter blends. Encourage students to think aloud as they write. Tell them to ask themselves questions such as, *Does that look right? Could I use different letters for that sound?* Read a sentence for students to write. Then dictate the sentence and focus on sounding out the syllables in each word so they can hear the individual sounds. Students compare their written versions of the sentence and discuss how sounding out words when you write helps you.

## Day 2: Before reading

- Explain how asking questions about characters aids prediction and comprehension. Read the chart of questions together.
- Involve students in orally retelling the story so far through Maddy's eyes.
- Allow time for students to check the next two chapter headings, then record a prediction about Maddy on sticky notes.

## During reading

- Read Chapter 3 to students, then choral read it together, stopping at appropriate places to pose questions about the characters. Ask: What was Stace's joke about? (page 18). What do you think Hari was going to do after seeing the sea lion? Why was Maddy's heart thundering in her chest? What did Hari mean when he joked about the sea monster on page 21?
- Repeat the process for Chapter 4 after orally predicting who will win the competition. Ask: Why did they name the sea lion Mr Gruffy? How did Maddy feel when she saw the plastic strip around the sea lion's neck?

## After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A and encourage students to find examples of their own.

## 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 keywords automatically

### Activity 1 Introduce the rap

Read the rap with students. Volunteers read the rap independently.

### Activity 2 Perform the rap: body percussion

Encourage students to perform word or sound percussion in time with the rhythm of the rap. Pairs of students create a set of movements to perform as they read the rap.

### Activity 3 Identify rhyme

Students identify the rhyming words in each verse. Take special note of the last verse, *stuff/enough*. Say: How would you make these rhyme? Work together to write another version of the rap using two other rhyming words. Students perform the new raps together

### Activity 4 Make a readers' theatre script

Pairs of students decide which lines/words each one will read individually and which lines/words they will read together. They use highlighting pens of different colours to mark their sections of the script so they recognise which lines to read. They perform their rap for the class.

### Activity 5 Create a new rap

Students work together to write a new rap about another sea creature using the same rhyming pattern and rhythm.

## Day 3: Before reading

- Review the reading strategy by inviting students to recall questions they can ask themselves about characters before, during and after reading.
- Involve students in summarising what they know about Maddy in this story after allowing time for them to refer to their sticky-note predictions about her and the information on Worksheet A.
- Discuss how knowing and analysing characters aids prediction and comprehension.

## During reading

- Read Chapter 5 to students, then choral read it together. Discuss Benji's response when he heard what Mark said. Ask: Why did Stace say "That is awful"? What was Maddy's idea? Why were the words "Mr Gruffy will be an internet star!" so important?
- Encourage diversity of opinion and allow time for students to voice their ideas and opinions and demonstrate respect for differing views.

## After reading

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

## Analyse a personal narrative

### Goals

- To read and understand a visual social post
- To compose and display a social post

Images are used to encourage us to do things, to buy things or to be alerted to things. They can attract comments, questions, or be factual about time and place, for example. The words used to describe what the image is showing are often meant to make us feel something.

- Ask students what they know about social posts. Discuss responses. Use their prior knowledge by discussing posts that are familiar to them.
- Students look at *Maddy Chan's Social Page*. Introduce the term *ocean pollution* and demonstrate how it is the basis for Maddy's narrative. Talk about the power of persuasion and how we can persuade people to feel something through images.
- Have students work in pairs to design a social post. One student sources the image and writes a short paragraph explaining why the image is being posted. The other student can write comments from different followers. They can use Worksheet B to compose the post.
- The students type the text, edit and proofread the text, change some of the words to make the post more persuasive and print out the post.
- Guide students through the process and ask them to share so they can get new ideas from other class mates.

# Mr Gruffy

## Worksheet A Analysing characters

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

Add a few words about what Maddy says and does in each chapter.

### Chapter 1 Competition Time

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### Chapter 2 The Doughnut

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### Chapter 3 A Surprise in the Sand

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### Chapter 4 Mr Gruffy

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### Chapter 5 The Plastic Problem

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

Describe what you want to show and why.

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Insert the image here.

Comment on the post.

Response 1

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Response 2

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Response 3

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Response 4

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Response 5

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# Belle and the Fillies

Stace and Carlo help out at the riding stables in the holidays. But when a bushfire startles the fillies, Stace turns to her beloved Belle for help. Although Belle is old and unwell, she is the one who brings the fillies to safety.



## Reading strategy

### Decoding difficult words

- Use the first letter or the first two or three letters
- Reread the sentence and guess using context clues
- Sound out the word
- Skip the word and read on
- Always ask, Does that sound right? Does that make sense?

## Comprehension focus

- Identifying the sequence of events

## Fluency focus

- Reading with a loud, clear voice

## Genre focus

- Persuasive text (advertisement)

## Day 1: Before reading

- Introduce *Belle and the Fillies* with the blurb. Discuss how the suspense makes us want to finish the story. Read the title together. Read the blurb together.
- Ask students to make predictions about what will happen in the beginning, middle and end of the story. Ask them to record their predictions on sticky notes. Students share their predictions with a partner, then the group. Ask: What makes you think that?
- Discuss how Worksheet A will be used to identify the sequence of events in the story.

## During reading

- Introduce the reading strategy and talk about how to decode difficult words by:
  - using the first letter or the first two or three letters
  - rereading the sentence and guessing using context clues
  - sounding out the word
  - skipping the word and reading on
  - asking, Does that sound right? Does that make sense?
- Involve students in practising the strategy by using the first letter or first two or three letters to sound out the words *fillies*, *stable*.
- Read Chapters 1 and 2 to students, then choral read them together. Help students to identify the main events and the order in which they happened. Ask: What happened first? Next?
- Identify difficult words in each chapter and involve students in decoding them.
- Discuss the importance of identifying who is telling a story (the voice) and have students identify the narrator for *Belle and the Fillies*. They justify their answers using evidence from the text.



## After reading

- Model how to use Worksheet A and record two significant events that happened in each chapter and the order in which they happened.
- Have students complete Worksheet A independently.

## Fluency focus

Read *Stable Hand Wanted Ad* or *Stellar Belle Rap* to students. Discuss how students can use their voice when reading to an audience. Students read *Stable Hand Wanted Ad*. They practise reading in a loud, clear voice and changing the expression and tone to suit the features of the text.

## Vocabulary and spelling activities

### Goals

To develop understanding about:

- learning to spell bold words
- short /o/ vowel sound
- use of apostrophe
- silent letters
- assonance

### Activity 1 Learning to spell bold words

Involve students in writing out the high-frequency words that are in bold on Worksheet B. Read the list together, then sound out each word. Have students underline the part of the word that is hard for them to spell. Allow time for students to practise spelling the words, then conduct individual tests to assess their ability to meet spelling challenges.

### Activity 2 Short /o/ vowel sound

Write the word *online* and ask students to identify the sound that the letter o makes. Assign each student a chapter of the book and have them identify and record words with the short /o/ vowel sound. Make a class list of the words and have students categorise them according to the position of the letter that makes the short /o/ vowel sound in the word, e.g. *old, long, lost, top, rolled, not, across, stopped, on, nodded*.

### Activity 3 Use of apostrophe

Discuss the use of an apostrophe for possessives and contractions in the text (Pippa's page 6; didn't page 6). Have students select eight words with an apostrophe from the book and say whether they are contractions or possessives, e.g. page 27, "Carlo's face" = the face belongs to Carlo = possessive; page 23, "they'd" = they had = contraction. Make two columns of words from the text showing the different uses of apostrophes.

## Activity 4 Silent letters

Say the words *who*, *know*, *four*. Ask students to write the words. Remind them to sound them as they write. Spell the words aloud after checking their spelling. Identify the silent letter in each word. Say the words. Brainstorm words with silent letters and list them on a chart. Categorise the words according to their silent letter, e.g. *frightened*, *calm*, *knee*.

## Activity 5 Assonance

Use the phrase *tough luck* to model and explain assonance, which is the use of the same vowel sound with different consonants or the same consonants with different vowels, e.g. *Belle and the Fillies*. Discuss examples in the rap, e.g. *Stellar Belle Rap; through the smoke, no joke; And Belle, she was stellar!; Four, frightened fillies*. Students help to create phrases that have assonance. Have them record their own definition of assonance and add examples.

## Day 2: Before reading

- Involve students in orally summarising the story so far and checking their written predictions about the beginning of the story. Explain how using prior knowledge of a story helps us to make better predictions.
- Students change or add to their predictions about the middle of the story. They share their predictions with a partner, then the group.
- Review strategies for decoding difficult words from Day 1.

## During reading

- Read Chapters 3 and 4 to students, then choral read them together.
- Identify and sequence the events for each chapter.
- Identify difficult words in each chapter and review strategies for decoding them.

## After reading

- Students complete entries for Chapters 3 and 4 on Worksheet A and share their efforts.

## 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 keywords automatically

## Activity 1 Introduce the rap

Read *Stellar Belle Rap* with students. Volunteers read the rap independently.

## Activity 2 Perform the rap: body percussion

Encourage students to move their bodies and clap their hands or click their fingers in time with the rhythm of the rap. Pairs of students create a set of movements to perform as they read 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. *air/everywhere*.

## Activity 4 Identify rhythm

Identify the way syllables work to establish the rhythm. Brainstorm other phrases that repeat the rhythm of the first verse. Read the verses with the substitutions together.

## Activity 5 Identify repetition

Underline and read different elements of each verse. Have students create new verses using the same repetitive pattern. The whole class can perform their verses.

## Day 3: Before reading

- Involve students in orally summarising the story so far and checking their written predictions about the middle of the story. Explain how using prior knowledge of a story helps us to make better predictions.
- Have students change or add to their predictions about the end of the story. They share their predictions with a partner, then the group.
- Ask students to explain how they decode difficult words.

## During reading

- Read Chapter 5 to students, then choral read it together. Identify and sequence the events for the chapter.
- Identify difficult words in the chapter and involve students in decoding the words as a group.

## After reading

- Students complete their entries for Chapter 5 on Worksheet A. They share their efforts.

# Write an advertisement for a job

## Goals

- To read and write an advertisement for a job
- To identify and talk about the features of a job advertisement

Advertisements for a job vacancy tell us what the job description is, what the conditions are and other details such as the hours and pay. The title tells what the job is. The advertisement might include technical words or keywords. It is written in paragraphs, steps or lists. There might be definitions and descriptions. Mention to students that the job should be open to everyone, regardless of gender, age or any other factors that might exclude candidates.

- Ask: What do you know about job-wanted ads? Discuss responses.
- Review the *Stable Hand Wanted Ad*. Discuss how the job description is written. Ask: What did you already know about working with horses? What did you learn? Did you know what a *lunge* was? Would you like to try-out for this job? Why? Why not?
- List some features of this advertisement. Students identify the different sections in the advertisement and tell the purpose and features of them (role, pay, hours).
- Tell students they will write an advertisement for a job. They write a short outline of the work involved. Guide them through the process and have them share their writing to get ideas from each other. Support students to complete the task. Students use Worksheet C to outline their conclusions.
- Model how to write a job description. 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 to make it more persuasive.
- Read the advertisement aloud with students, then ask: Does it sound persuasive? Does it make sense? Would it persuade you to apply for the job? What changes should we make? Model how to edit your advertisement to make it sound more persuasive.
- Have students choose a job such as a paper round, an acting role or other category to write a job description and the way to apply. They use the internet to write down terms and to check the definition of any terms.
- Listen to students read their published advertisements noting the title, the tone of the writing, the use of persuasion, their ability to edit and proofread their writing and the way the text has been presented.
- Listen for keywords and phrases from the list of features of a persuasive text as they are sharing. Model how to edit to make a job description easy to understand.

# Belle and the Fillies

## Worksheet A Identifying the sequence of events

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

List two events that happened in each chapter in the correct sequence.

<p>Chapter 1: Event 1:</p>          <p>Event 2:</p>	<p>Chapter 2: Events 1:</p>          <p>Event 2:</p>
<p>Chapter 3: Event 1:</p>          <p>Event 2:</p>	<p>Chapter 4: Event 1:</p>          <p>Event 2:</p>
<p>Chapter 5: Event 1:</p>          <p>Event 2:</p>	

## Belle and the Fillies

### Worksheet B Developing fluency

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

Shade a box every time you practise reading this text. (pages 30–34)

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“We heard **about** the fire,” Maddy said. “We **wanted** to make sure you were okay but on the way, Kylie got a puncture.”

She pointed over her shoulder. “Fortunately, Jeff **gave** us a lift. He...”

Carlo cut her off. “The fire was really scary. It **came** so close. The smoke **made** the fillies crazy. They...”

I **wasn't** listening. I was watching Pippa talking to Jeff. He nodded and smiled then took the bikes out of the float and drove off.

Pippa came **over** and patted Belle's forehead. “She's staying for as long as she wants.”

“Yahoo!” I cried.

I did a little dance. Hari laughed.

“That's **funny!** Where was Belle going?”

“That's another story,” Carlo said. “Come on **everyone**, I'll tell you all about it while you're **helping** muck out the stables.”

“That's not funny!” said Team Turbo.

Remember to read with a loud, clear voice. Try to learn to read the bold words automatically.

# Belle and the Fillies

## Worksheet C Reading and writing an advertisement

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

What is the purpose of the advertisement?

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Find an example of a word used for persuasion, e.g. opportunity

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Find examples of four verbs (doing words), e.g. clean

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Find example of two adjectives (describing words), e.g. previous

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Who is the advertisement written for?

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What information about the job could you add to the advertisement?

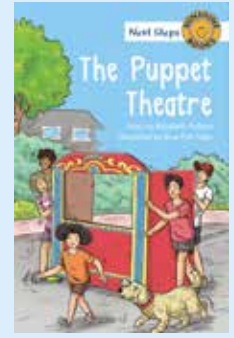
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# The Puppet Theatre

Team Turbo wants to win the prize for the most innovative invention using recycled materials. The children decide to make a puppet theatre. Then they create puppets, write a story and perform a play. Will this be enough to win 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 Theatre 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 being late 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 chapter to students, then choral read it together.
- Allow students to discuss their predictions.
- Have students discuss any connections they might have with the text, e.g. being late for school.
- 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 the *Class 10's Wall Poster* or *The Sock-Puppet Rap* with students. Discuss how to use your voice when reading to an audience. Have students read rap. They practise varying the pace of reading in response to the punctuation marks, rhythm and rhyming words.

## Vocabulary and spelling activities

### Goals

To develop understanding about

- using a dictionary
- learning to spell difficult words
- making plurals
- long /i/ vowel sound
- silent letters

### 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. theatre, competition, usually, depot, entertain. Model how the base word *invent* can be used to find associated words such as *invention* (also innovate/innovative).

### Activity 2 Learning to spell difficult words

Involve students in writing out the bold words on Worksheet B. Read the list together, then sound out each word. Have students underline the part of the 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. *materials*. 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*, *business*, *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* (page 15).

## Activity 4 Long /i/ vowel sound

Work with the group to find words with the long /i/ vowel sound in the text, e.g. *beside, online, idea, I, find, time, my, Kylie, wi-fi*. List the words and read them together. Have individuals find words that have a common letter pattern making the long /i/ vowel sound, e.g. *time, beside* (i\_e). Sort the words into groups according to their letter pattern. Then have students use dictionaries to add more words to each list. Create and record a rule about the long /i/ vowel sound in words (three letter patterns: i, i\_e and y)

## Activity 5 Silent letters

Write the words *make* and *made* on the board. Sound them out and discuss the use of e at the end. (It is silent and makes the vowel a long vowel sound.) Find other words with a silent e in the text, e.g. *joke, time*. Repeat for more silent letters in words from the text: *know* (k), *school* (h), *depot* (t), *right, through* (gh).

## 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. Encourage students to justify their choice using evidence or keywords from the text.

## During reading

- Read Chapter 3 to students, then choral read it together. Stop at appropriate places and ask students to predict what will happen next, e.g. Hari 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 keywords 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*.

## 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, *puppet/cardboard*. 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 carnivals or being late. 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 Chapter 5 to students, asking them to note difficult words and where to reread from.
- Choral read Chapter 5 together.

## 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 be factual 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 Theatre

## 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
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	

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

# The Puppet Theatre

## 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 theatre.

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

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

“**Great** idea!” agreed Carlo.

“Or **some** tin foil.”

“Wow! That **would** be different,”

I said.

The tin foil was a genius idea. We taped it to the top of the hole. Then we rolled it up.

It was better **than** curtains.

Remember to read with a loud, clear voice. Try to learn to read the bold words automatically.

# The Puppet Theatre

## Worksheet C Reading and designing a poster

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

Analyse the poster. What is its purpose?

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Find an example of a factual statement.

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Find an example of a statement warning the reader.

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What do the illustrations tell you?

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Who do you think the poster is for?

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# Detective Kylie

Kylie is only six but she has a good memory for numbers. When she and Nonna are nearly knocked over by a car on a crossing, Kylie spots the number plate. The same number plate turns up at the Car Boot Sale. Kylie puts two and two together.



## Reading strategy

Listening to yourself as you read so that you can

- predict the words that are coming up
- self-correct if the text doesn't make sense
- self-correct if the text doesn't sound right

## 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

- Introduce Detective Kylie by discussing the cover and reading the title together.
- Encourage students to share what they know about detectives. Record their comments on a chart headed "What we know about detectives". Discuss the importance of drawing on prior knowledge to make predictions about the text.
- Read and discuss the blurb and engage students in predicting the story. They write their predictions on sticky notes. Allow time for them to share and compare their predictions with a partner and the group.
- Introduce the reading strategy by discussing the importance of listening to yourself when you read and model how listening helps you to
  - track and enjoy the story
  - predict words that are coming up
  - self-correct if the text doesn't make sense or doesn't sound right.
- Students practise applying the strategy by rereading the blurb independently.

## During reading

- Read the Chapter 1 heading and discuss its relevance to the story.
- Read Chapter 1 to students, then choral read it together. Add to the chart any new information that might be relevant about detectives.
- Identify the voice of the story by asking: Who is telling this story? Allow students to justify their opinions and encourage them to use excerpts from the text to support their answers.



- Pose questions to help students make connections with the text and reflect on what happened and the relationships between the characters. Ask: What does Up here! mean on page 5? Who was Nonna talking to when she shouted on page 9? What was her reaction to the speeding car? How did Kylie react?
- Talk about Kylie’s role in the story so far, then identify the significant events and the main idea of the chapter. Ask: What message do you think the author is trying to convey?
- Have students check their original predictions about the story and record a different prediction or refine their original thoughts.
- Repeat the process for Chapter 2.

## After reading

- Introduce Worksheet A and model how students should make entries for Chapters 1 and 2.
- Allow time for students to share and compare their work.

## Fluency focus

Read *Thieves Aced by Six-Year-Old* or *Detective Kylie Rap* to students. Discuss how readers need to use their voices when reading to an audience. Have students read *Thieves Aced by Six-Year-Old*. They practise adjusting their pace, volume and expression to suit the reading situation.

## Vocabulary and spelling activities

### Goals

To develop understanding about:

- letter c sounding like /s/ (soft c)
- past tense -ed suffix
- syllables
- short /e/ vowel sound
- sp letter blend

### Activity 1 Letter c sounding like /s/ (soft c)

Write and spell the word police together. Identify the sound of the letter c. (soft c) Invite students to brainstorm other words with the c letter sounding like /s/, e.g. cell, science. They look for more words in the text and record them as a list. (officer, aced, ice, certificate) Compare with words with hard c like call, Carlo, can, car.

### Activity 2 Past tense -ed suffix

Write the following words on the board – finished, looked. Identify the common element (-ed) and discuss its meaning in each word by breaking the words into smaller parts, e.g. finish + ed = finished. (-ed makes the past tense of a verb, meaning the action happened at a prior time) Review the term “suffix” and locate words in the text ending with the suffix -ed, e.g. wanted, walked, barked, counted. Have students copy the list. Repeat for the suffix -ing. (present continuous verb, meaning the action is happening now) e.g. listening, speeding.

### Activity 3 Syllables

Define the term syllable and model how to break written words into syllables using one- (news), two- (su/per), three- (to/geth/er) and four-syllable (re/mem/ber/ing) words from the text. Explain that the strategy helps readers spell and pronounce difficult words. Find words in the text with one, two, three and four syllables. Students group them in terms of number of syllables.

### Activity 4 Short /e/ vowel sound

Record the words get and next on the board. Say and spell the words together, then identify the sound made by the vowel e in each word. Invite pairs of students to find other words with the short /e/ vowel sound in the text, e.g. men, set, tennis, went. Brainstorm other words with the short /e/ sound and the ea spelling, like head. Make two lists of short /e/ vowel sound words according to whether the spelling is ea as in breakfast or e as in then. Students record the lists and read them.

### Activity 5 sp letter blend

Write the word sped on the board and ask: What sound do you hear at the beginning of the word? Identify the letters that represent the /sp/ sound, then find other words in the text with the same letter blend, e.g. sports, special, spaghetti, speeding, Saltspray. Students copy the list of words and underline the letter pattern that makes the /sp/ sound. Have students brainstorm more /sp/ words to add to the list.

## Day 2: Before reading

- Review the reading strategy by covering some keywords in the statements on the “What we know about detectives” chart. Ask students to predict the missing words as they read the statements aloud.
- Record predictions and tell students they were able to make good predictions because they were listening to themselves and drawing on their prior knowledge of what detectives or the police do, as they read.
- Allow time for students to share their revised predictions about the story, then read the Chapter 3 heading together, listening to themselves as they read.
- Have students share related personal experiences and their connections with the text so far.

## During reading

- Discuss the Chapter 3 heading and who it might be about. Read Chapter 3 to students, then choral read it together. Stop at appropriate places to discuss Kylie’s thoughts and what she does to help herself remember details. Discuss: Why is there a dash on page 16? (It indicates a pause or that something important is following.)
- Repeat the process for Chapter 4. At the end of the chapter invite students to add information to the “What we know about detectives” chart.

## After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A and encourage students to draw on prior knowledge 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 keywords automatically

### Activity 1 Introduce the rap

Read Detective Kylie 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 at the end of the second line and the last line of each verse. 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 that syllables work to establish a rhythm. Show how the rhythm is established when the last two lines are read as one. Brainstorm for other phrases with a similar rhythm that could be introduced. Have students practise adjusting the pace, volume and expression 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 a detective or a member of the police. They use a computer and add graphics to their rap. Students jointly publish their raps as one book along with other details about remembering things. 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 discussing how listening when reading helps readers stop and self-correct when the text doesn't sound right.

- Model how to use excerpts from the text when talking about features of the story. Ask students to describe their favourite part of the story so far.
- Involve students in checking predictions and making any final additions or changes.
- Remind students about how making predictions and connections with the text helps the reader.

## During reading

- Read Chapter 5 to students, then choral read it together. Discuss the ending in light of students' predictions and allow time for them to confirm or negate their predictions.
- Identify the significant events in the chapter. Discuss the chapter heading and what it means.
- Invite students to identify unfamiliar words in the text, e.g. equipment, burglars, racquet, presented (verb), anxious.

## After reading

- Students complete their connections with the text for Chapter 5 on Worksheet A and discuss what message the author is trying to convey.

## Become a Newspaper Reporter

### Goals

- To read and understand a newspaper report
- To identify and talk about the 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 read *Thieves Aced by Six-Year-Old* and identify the purpose of each paragraph.
- Model how to get started by brainstorming three possible headlines for their newspaper report. Then involve students in jointly constructing an opening sentence for two of the headlines. They use Worksheet B to enter their work.
- Read the quotes included in *Thieves Aced by Six-Year-Old* and work backwards to identify some of the questions that may have been asked of Kylie. Help students to begin work by modelling how to compose a question to Kylie. They conduct an imaginary interview.
- 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 map of where Kylie saw the car. Students could compose extended labels for the map. Remind them to use the illustrations from the book to help them with their graphics.
- Brainstorm a list of things students know about bystanders helping police with their enquiries and discuss how that information could be used to compose a paragraph.
- Listen to students as they share their work on Worksheet B, noting their ability to create headlines, compose opening statements and questions and answers.

# Detective Kylie

## Worksheet A Identifying the author's purpose

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

What connections can you make with the story?

### Chapter 1: My Super Powers

List three things you know that help to memorise details.

### Chapter 2: The News Report

What was Kylie thinking about when Nonna was talking about the ice creams?

### Chapter 3: What Do I Do?

Give two reasons why it was easy for Kylie to remember the number plate of the speeding car.

### Chapter 4: The Car-Boot Sale

What would you want to buy at a car-boot sale?

### Chapter 5: Put Two and Two Together

How do you think Kylie felt when she was thanked by the police officer?

# Detective Kylie

## Worksheet B Reading and writing a newspaper report

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

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

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

Name of person being interviewed: \_\_\_\_\_

Question 1: \_\_\_\_\_

Answer: \_\_\_\_\_

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Question 2: \_\_\_\_\_

Answer: \_\_\_\_\_

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Question 3: \_\_\_\_\_

Answer: \_\_\_\_\_

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

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# The Bake Off

Stace and Carlo have perfected their marshmallow slice for the Saltspray Bake-Off. Pumpkin and Curly are baking a monster chocolate cake. But something goes terribly wrong. Hari knows why and who is responsible.



## Reading strategy

Using prior knowledge to make connections with and predictions about 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

- Predicting outcomes and identifying the main idea

## Fluency focus

- Varying expression and tone to suit features of the text

## Genre focus

- Instructional text (recipe)

## Day 1: Before reading

- Introduce the book by reading the title to students, then choral read it together. Engage students in a discussion about baking and baking competitions.
- Allow time for students to discuss what they know about the Team Turbo children and what they think they will do in this story.
- Have them record a prediction about the beginning, middle and end of the story on sticky notes. They share their predictions with the group.
- Introduce the reading strategy by discussing the importance of using prior knowledge to make predictions about and connections with a text.
- Ask students to suggest relevant questions they can ask themselves when they are reading –
  - What will happen next?
  - Has this ever happened to me?
  - What do I know about this situation?
  - What similar texts have I read?Record the suggestions on chart paper.

## During reading

- Read the Chapter 1 heading and ask: How do you think the story will begin? Discuss responses then read the chapter.
- Discuss the importance of identifying who is telling a story (voice), then ask students to identify the narrator of *The Bake-Off*. Encourage them to justify their choice using evidence or keywords from the text. Ask: What does *squinted* mean on page 6? Why was Hari squinting?
- Reread the chapter with students, then ask: What has happened in the story so far? What do you think the main idea was?

- Refer students to their predictions about the beginning of the story and acknowledge those who used prior knowledge of the characters and other stories in the series to make relevant predictions.  
Read the Chapter 2 heading and ask: What do you think will happen next? Read the chapter to students, then choral read it together.
- Allow time for students to identify the main idea of Chapter 2. Ask: Who were the unwelcome neighbours?

## After reading

- Review the term “main idea” and jointly identify the main idea for Chapter 1. Ask students if they can identify the main idea for Chapter 2.
- Explain the layout of Worksheet A. Students complete the entries for Chapters 1 and 2 and share their “main idea” drawings.

## Fluency focus

Model reading *Marshmallow Slice Rap*. Discuss how the reader uses their voice when reading to an audience. Have students read along with the rap. They practise changing the expression and tone of their reading to suit the features of the text.

## Vocabulary and spelling activities

### Goals

To develop understanding about:

- /ow/ vowel sound
- adjectives
- wh- digraph
- compound words
- silent w

### Activity 1 /ow/ vowel sound

Students scan the book to find words with the /ow/ sound as in cow. They record them on paper, e.g. *about*, *our*. Emphasise that both /ow/ and /ou/ letter patterns can have the same /ow/ sound. Compile a group list by brainstorming words with the /ow/ vowel sound. Record the words on the board and read the list together. Identify the letter pattern that represents the sound in each word by underlining it. Point out to students that some words with the long /o/ vowel sound have a similar letter pattern to the /ow/ vowel sound, e.g. *own*, *know*. Exclude these from the list.



## Activity 2 Adjectives

Review the term adjectives and discuss their purpose in a text. Use the phrases, “*Perfect pink marshmallow. Perfect biscuit base,*” *I said.* (page 6) to model how adjectives are used to paint pictures with words. Assign a chapter to each student, then allow time for them to list all the adjectives they can find. Have students find adjectives to describe chocolate cake and marshmallow slice.

## Activity 3 wh- digraph

Write the following on the board: white, what, why, when, what’s. Read them together and identify the common element – the wh- digraph. Underline the wh- in each word and discuss the fact that the letters together make one sound. Brainstorm other words with wh, e.g. where, which. Encourage students to come up with a rule for the use of wh-.

## Activity 4 Compound words

Write the words *superstar*, *pancake*, *everywhere* on the board. Have students talk about how these words were formed. Show how *super* and *star* are joined together to make *superstar*, a compound word. Have students show other examples of compound words from the text, e.g. *sauce* + *pan* = *saucepan*. Brainstorm a list of other known compound words with the two single words alongside and engage students in writing a statement that defines compound words.

## Activity 5 Silent w

Write the word *wrong*. Sound it out and discuss the use of *w* in the word. Add other words with the silent *w* to the list, e.g. answer, wrap, write. Have students copy the list and write a rule for the use of the silent *w*.

## Day 2: Before reading

- Explain how using prior knowledge aids prediction and comprehension, then review the questions students can ask themselves. Ask: Why did the author write a story about Team Turbo in a bake-off?
- Have students check their predictions about the beginning of the story.
- Allow time for students to check the next two chapter headings and then make adjustments to their predictions about the middle of the story.

## During reading

- Read Chapter 3 to students, then choral read it together, stopping at appropriate places to pose questions that will help them develop a deeper understanding of the story. Ask questions such as, why do you think Curly was in a hurry to get the cake in the oven?
- Read Chapter 4 to students, then choral read it together. Ask: What does the word *nudging* mean? (page 22)

## After reading

- Review and model how to identify and record main ideas for Chapter 1. Have students complete the entries for Chapters 3 and 4 on Worksheet A.
- Encourage students to talk about the story by inviting opinions about the main character so far. Ask: Is Hari the main character? Is Benji the main character? How do you know? Do you like Pumpkin in this book? Why or why not?

## 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 keywords automatically

### Activity 1 Introduce the rap

Read the *Marshmallow Slice 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 that has been used. e.g. The verse patterns are a, b, c, b. Identify the words that rhyme and the words that don't in the verses. Brainstorm other sets of rhyming words that could be used. 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 Make a readers' theatre script

Students work in groups of three. Have the group decide which member will read what line individually and which lines/words they will read together. Have each student use a highlighting pen of a different colour to shade their part of the script. Students perform their scripts for the class.

### Activity 5 Publish a rap

Have each student produce a rap on a device about baking or a bake-off. They can add graphics to their rap. They jointly publish their raps as one book along with other details about baking or bake-offs. Identify the cover features of books that are made up of collections of stories, e.g. a recipe rap book. Students include these features in their publication of raps.

## Day 3: Before reading

- Review the reading strategy by inviting students to recall questions they can ask themselves to make predictions about and connections with the text.
- Involve students in retelling the story so far and allow time for them to check/confirm their predictions about the story. Ask: How will the story be resolved? Have students make adjustments to their predictions, if necessary.
- Discuss how tracking the story and identifying main ideas from the text aids prediction and comprehension.

## During reading

- Before reading Chapter 5 ask: Why was Hari standing up? How will Team Turbo find out the whole story? What will happen to Pumpkin?
- Read Chapter 5 to students, then choral read the text together. Ask: Did the story end as you expected it to?

## After reading

- Have students complete their entries for Chapter 5 on Worksheet A.

## Read and write an instructional text

### Goals

- To read, understand and write a set of instructions for a recipe.
- To identify and discuss the features of an instructional text and introduce related terminology
- To rewrite an instructional text (a recipe)

Recipes have directions to tell you how to cook something. They are an instructional text, written in a sequence of steps. The steps can be numbered or lettered. By following the steps, everyone can learn how to bake or cook a recipe. Diagrams and labels are useful.

- Ask: What do you know about instructional texts? Discuss responses.
- Allow time for students to read the *Marshmallow Slice Recipe* on pages 36-37. Talk about some of the measurement words used, e.g. teaspoon, tablespoon, cup, g (grams). Refer to the glossary for the meaning of some of the terminology. Talk about how directions are written.
- Refer to a recipe for a chocolate cake and discuss the ingredients needed. Read a recipe together.
- Model how to set out the ingredients and the method using Worksheet B.
- Students brainstorm a list of alternative headings for directions. Listen for keywords and phrases when they share their ideas, e.g. How to make a chocolate cake like Mum's.
- Have students write and share their headings. They prepare to write the steps for making a chocolate cake. They note that most steps in the *Marshmallow Slice Recipe* begin with a verb.
- Students write the steps for their recipe. Brainstorm possible diagrams with labels to make the steps clearer. They complete the task by editing the steps.
- Listen to students read their directions, noting how they vary the pace of reading to suit the content.

# The Bake-Off

## Worksheet A Identifying the Main Idea

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

Draw a picture about the main idea for each chapter of the book.

Chapter 1, The Taste Testers	Chapter 2, An Unwelcome Neighbour
Chapter 3, The Race is On	Chapter 4, An Eruption
Chapter 5, Caught on Camera	

Write a short sentence about the main idea of one chapter.

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# The Bake-Off

## Worksheet B Reading and writing an instructional text

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

Gather your thoughts. Make notes under the headings.

Notes

Write your recipe for chocolate cake under the headings.

Title

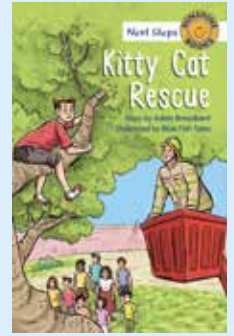
Ingredients

Equipment

Method

# Kitty Cat Rescue

Team Turbo gets treats when they do good deeds. Pumpkin wants treats, too. But first he has to do a good deed. So he decides to rescue a kitten that is stuck in a tree in the school playground. This doesn't work out quite as he had planned.



## Reading strategy

Listening to yourself as you read so that you can

- Predict the words that are coming up
- Self-correct if the text doesn't make sense
- Self-correct if the text doesn't sound right

## Comprehension focus

- Interpreting figurative language

## Fluency focus

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

## Genre focus

- Report

## Day 1: Before reading

- Introduce the book by discussing the cover and reading the title together.
- Encourage students to share what they know about cats and related experiences. Record their comments on a chart headed "What we know about cats".
- Read and discuss the blurb, then engage students in predicting the story. Have them write their predictions on sticky notes. Allow time for them to share and compare their predictions with a partner and the group.
- Introduce the reading strategy by discussing the importance of listening to yourself when you read and model how to:
  - predict the words that are coming up
  - self-correct if the text doesn't make sense
  - self-correct if the text doesn't sound right
- Allow students to practise applying the strategy by rereading the blurb independently.

## During reading

- Read the Chapter 1 heading and discuss its relevance to the story.
- Read the text to students, then choral read it together. Ask: What did you learn about Pumpkin?
- Identify the voice of the story. Ask: Who is telling this story? Allow students to justify their opinions and encourage them to use excerpts from the text to support their answers.
- Pose questions that will help students reflect on what happened and the relationships between the characters. Ask: How does Pumpkin treat Curly?
- Have students check their original predictions about the story and record a different prediction or refine their original thoughts.

- Discuss what it means to make inferences and to read between the lines.
- Read Chapter 2 to students, then choral read it together.
- Discuss features of the text where the reader must infer the meaning, e.g. *"I insist," she said.* (page 13)
- Review the term *figurative language* and discuss examples from the text, e.g. *his 'look what I got!' grin.* (page 13)

## After reading

- Read Worksheet A and model how students should make entries for Chapters 1 and 2.
- Allow time for students to complete the task. Emphasise that when we read figurative language, we read between the lines rather than take the language literally.
- Allow time for students to share and compare their work.

## Fluency focus

Read *Cats in Trees* or *You Oughta Call Porter Rap* to students. Discuss how they should use their voices when reading to an audience. Have students read along with *Cats in Trees*. They practise changing the expression and tone of their reading to suit the features of the text and the pace of their reading in response to the punctuation marks.

## Vocabulary and spelling activities

### Goals

To develop understanding about:

- silent gh and gh as /f/ sound
- /oi/ and /oy/ vowel sound
- long /e/ vowel sound
- alliteration
- alphabetising words

### Activity 1 Silent gh and gh as /f/ sound

Write the word *weight*. Sound it out and discuss the use of the silent gh in the word. Repeat the process with the word *higher*. Brainstorm other words with the same letter pattern, e.g. *light, might, tight, right*. Write the word *laughed*. Sound it out and discuss the use of the gh in the word. (gh has /f/ sound) Add other words with the gh as /f/ to the list, e.g. *enough, photograph, tough, graph*. Have students copy and choral read the list.

### Activity 2 /oi/ and /oy/ vowel sound

Record the following words on the board – *pointing, avoided, voice, spoil*. Ask: What sound can you hear in each word? What letters represent the sound in each word? Underline and identify the letter patterns that make the /oi/ sound. Ask students what other letter pattern makes the same /oi/ sound? (oy) Brainstorm words with the oy letter pattern. (*boy, toy, joy, annoy*)

### Activity 3 Long /e/ vowel sound

Record and read together the words *keep* and *bean*. Identify the common sound in both words. Underline the letter(s) that represent the long /e/ vowel sound. Have students work with a partner to find other words with the long /e/ vowel sound in a chapter of the text, e.g. *she, please, me, needed, keep, concrete's, cream, Curly*. (Chapter 1). They classify the words into groups according to the letter patterns that represent the long /e/ vowel sound. Have students copy a list of words for each letter pattern and underline the consistent letter pattern for each list. (Patterns for long /e/ vowel sound are: e, ea, ee, e\_e, y.)

### Activity 4 Alliteration

Use the title and contents page examples *Kitty Cat Rescue* and *Here Kitty, Kitty!* to model and explain alliteration which is the use of the same letter(s) or sounds to begin two words. Involve students in finding phrases that have alliteration, e.g. *terrible timing* (page 16), *big branch* (page 20), *kitty cat* (page 21). Students record their own definition of alliteration and add examples.

### Activity 5 Alphabetising words

Review the process of putting words into alphabetical order. Remind students to look for two words that start with the same letter, then look at the second letter, e.g. look, leaves.

## Day 2: Before reading

- Review the reading strategy by discussing how listening when reading helps readers stop and self-correct when the text doesn't sound right or make sense.
- Record students' predictions and tell them they were able to make good predictions because they were listening to themselves as they read.
- Allow time for students to share their predictions, then read the Chapter 3 heading together. Predict what the chapter might be about.

## During reading

- Read Chapter 3 to students, then choral read it together. Stop at appropriate places to discuss the competition between Pumpkin and Curly and the rest of Team Turbo. Interpret the figurative language, e.g. "*Saving Mr Cawston,*" said Kylie. "*We are bean rescuers.*" Team Turbo waved their ice blocks under our noses.
- Repeat the process for Chapter 4.
- Add to the chart any new information learned about cats. Confirm or negate predictions.

## After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A.
- Discuss the value of rereading excerpts in context. Model the process and allow time for students 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 keywords automatically

## Activity 1 Introduce the rap

Read *You Oughta Call Porter 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 at the end of the second line and the last line of each verse. Identify words that rhyme and words that don't in each verse. Students note the different letter patterns for words that rhyme, e.g. *tree/me*. Ask: Why did Pumpkin use the word *oughta* in the rap? Students brainstorm other sets of rhyming words that could be used.

## Activity 4 Identify rhythm

Identify the way that syllables work to establish a rhythm, e.g. when the last two 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

Students produce their own rap about one aspect of cats or kittens. They use a computer and add graphics to their rap. Students jointly publish their raps as one book along with other details about cats or kittens. Identify the cover features of books that are made up of collections of stories. Students include these features in their publication of raps.

## Day 3: Before reading

- Review the reading strategy by covering keywords in the statements on the "What we know about cats" chart. Ask students to predict the missing words as they read the statements aloud.
- Model how to use excerpts from the text when talking about features of the story.
- Involve students in checking their predictions with a partner and then making final additions or changes to their predictions after reading the last chapter title.

## During reading

- Read Chapter 5 to students, asking them to note where you varied the reading to suit the situation. Then choral read it together.
- Discuss the ending in light of students' predictions. Allow time for students to confirm or negate their predictions.

## After reading

- Discuss expectations for Chapter 5 on Worksheet A and help students get started.

## Publish 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. The heading tells what the report will be about. Reports include “who, what, where, when, how, why” information. The information can be presented in a graphic form. Reports begin with an interesting opening sentence and they often end with a closing statement. Sometimes reports have subheadings to break up the text.

- Ask: What do you know about reports? Discuss responses.
- Students read *Cats in Trees*. Ask: What did you already know about cats or kittens climbing trees? What did you learn?
- Discuss the need to sequence paragraphs of a report in a logical manner. Count the paragraphs and discuss the purpose of the introduction.
- Allow time for students to reread the report, cut it into meaningful sections, sequence the sections and then paste them on paper.
- Discuss the purpose and features of a heading and subheadings, including the use of capital letters. Brainstorm a list of possible subheadings for each section of *Cats in Trees*. Read the list together.
- Allow time for students to add subheadings to the report.
- Students can add a graphic element. Model how to compose and add a caption to a graphic element. Allow time for students to complete the task.
- Listen to students read their reports, noting how they vary their pace.

# Kitty Cat Rescue

## Worksheet A Interpreting figurative language

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

Read between the lines to understand what the characters mean.

<p><b>Chapter 1, Climate Change Project</b> What did Pumpkin mean when he said, "Keep up, Curly."</p>	<p><b>Chapter 2, Kindness</b> What did Pumpkin mean when he thought, "I didn't want to see his, 'look what I got!' grin."</p>
<p><b>Chapter 3, Bean Rescuers</b> What did Kylie mean when she said, "We are bean rescuers."</p>	<p><b>Chapter 4, Here Kitty, Kitty!</b> What did Pumpkin mean when he thought, "I couldn't move a muscle either."</p>
<p><b>Chapter 5, Here Comes the Fire Brigade</b> What did the firefighter mean when he said, "Looks like it's a double rescue today!"</p>	

# Cats in Trees

Every year, cats and kittens climb trees and won't or can't come down. People often call the emergency services to rescue them. This takes the fire brigade away from fighting fires.

Cats can come down from trees by themselves. They can jump at least two metres to the ground without injury. Kittens may not be so experienced.

Cats have a remarkable ability to twist their bodies in a fall so that they land feet down and fall at a lower speed than humans.

However, cats can still be injured from a low fall because they tense their bodies. In a higher fall, they will relax and spread out. They look a bit like a flying squirrel.

If a cat or kitten is up in a tree for a long time, and shaking their biscuit box doesn't work, who should you call?

The best person to call is an arborist. These are people whose job it is to trim and cut down trees. They have the skills and equipment to climb high without damaging the tree. They can reach the cat and carry it down.

# Pumpkin's Brand New Pants

Pumpkin can't find his new jeans anywhere. Then he spots them at the Saltspray Market Day. His mother had given them to Team Turbo's recycled clothing stall because they had rips all over the knees. Poor Pumpkin – his best jeans gone!



## Reading strategy

### Rereading

- To read unknown words
- To ensure the text makes sense
- To ensure the text sounds right
- To ensure understanding

## Comprehension focus

- Interpreting figurative language

## Fluency focus

- Using intonation to convey author's message

## Genre focus

- Persuasive poster (advertisement)

## Day 1: Before reading

- Introduce the story 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.
- 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.

## During reading

- Introduce the strategy of rereading to:
  - read unknown words
  - ensure the text makes sense
  - ensure the text sounds right
  - ensure understanding
- Read Chapter 1 to students. 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 should use when they are having difficulty reading a text.
- Review the term *figurative language* and discuss examples from the text, e.g. *green thumb* (page 8). What is the message implied here?
- Choral read Chapter 1 together.
- 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 Dad warn Pumpkin to check the boxes? (page 10) 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 *Are you sure?* mean? Why did Pumpkin say those words? Reread page 14. Stop after reading *Really old*. Ask: What does Mum mean by this?
- Read on to page 15, *Rips are in!* Ask: What does Pumpkin mean when he says this? Discuss responses.
- Choral read Chapter 2 together.

## 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 Market Day* or *Pumpkin’s Pants Rap* to students. Discuss how readers use their voices when reading to an audience. Have students practise using intonation to convey the author’s message.

## Vocabulary and spelling activities

### Goals

To develop understanding about:

- use of punctuation for emphasis
- alliteration
- soft /g/ sound
- short /u/ vowel sound

### Activity 1 Use of punctuation for emphasis

Reread the text on page 15 and ask, Why is there an ellipsis after *Oh no... ?* and an exclamation mark after *You didn’t!* Discuss responses and explain that they are written in this way to give the reader clues about emphasising the words (exclamation mark) or showing a pause for suspense or when the speaker hesitates (ellipses). Explain that this strategy is used sparingly in text.

Have individuals read the text on the page aloud, using emphasis when they come to exclamation marks or pausing before the ellipsis. Allow students to find one word in the text that they think could have been emphasised more with an exclamation mark or an ellipsis, e.g. *It’s started already* (page 7).

## Activity 2 Alliteration

Review the meaning of the term alliteration using words from the text, e.g. *Team Turbo* (page 5). Discuss the purpose of alliteration in the text, then direct students to other examples of alliteration – *Brayden and Bruce* (page 17), *trestle tables* (page 18), *banana boxes* (page 18), *Pumpkin Patterson* (page 38). Have them compile a class list of alliterative 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 Soft /g/ sound

Involve students in scanning the text to find words that have the letter g in them – *guilty, charge, good, doing, greenhouse, forget*. Record them on the board and say the words together to identify the different sounds that are represented by the letter g. Reread the words *charge*, and discuss how the g represents the /j/ sound. Ask students to list other words that have a g representing the /j/ sound, e.g. *giraffe, gentle, giant*. Students record this list of words, then create a rule about the soft /g/ sound.

## Activity 4 Short /u/ vowel sound

On the board record words from the text with the short /u/ vowel sound, e.g. *Sunday, Pumpkin, money, under, nothing, thumb, up, Mum, but, just*. Read the list together. Ask: What do you notice about the /u/ sound in the words? Involve students in classifying the words into groups according to the letters that represent the short /u/ vowel sound, e.g. *thumb, Sunday, Pumpkin, under*. Students create a chart and add the lists of words with their letters as a heading. Jointly construct a rule about the short /u/ vowel sound, e.g. the letters *u* or *o* can be used to represent the /u/ sounds in words.

## 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 and 4.
- On page 18, read the words, *Whaddaya reckon?* Ask: How was Pumpkin feeling at that moment?
- On page 20, ask: What is implied by, “*Fat chance,*” *I mutter?*
- Continue to read, stopping where appropriate to prompt students to discuss the implied meaning.
- Choral read Chapters 3 and 4 together.

## After reading

- Have students complete the messages for Chapters 3 and 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 keywords 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. Note that *chance* and *dance* should be read to rhyme with *pants*. Brainstorm other sets of rhyming words, e.g. *means/jeans; tell/sell*. 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 last lines are read as one in the first verse. Brainstorm 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.

## 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.
- On page 32 ask: What does Mum mean by saying, “*They cost me a fortune.*”?
- Continue to read, stopping where appropriate to prompt students to infer meaning.
- Choral read Chapter 5 together.

## After reading

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

## Design, write an advertisement

### Goals

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

Posters are advertisements written to persuade us to do things or buy things. They can have questions, commands or be factual about time and place, for example. Some words or sentences are used over and over. Some words are often meant to make you feel something. These are “emotional” words.

- Ask students what they know about advertisements. Discuss responses. Use their prior knowledge by discussing ads that are familiar to them – include television, radio, newspapers, magazines and online ads. Students look at the *Saltspray Market Day* poster on pages 36–37.
- Students read the questions on Worksheet B. Model how to find answers in the poster. Talk about the power of persuasion and how to persuade people to do things through advertising.
- Have students design an advertisement for a school fete. They include an opening statement; a factual description; a sentence with an exclamation mark; a promise; a free offer. They can repeat a word or phrase more than once and should write at least one word in capital letters.
- They publish the advertisement. They type the text; edit and proofread the text; change some of the words to make the advertisement more persuasive; vary the fonts and sizes of the text letters and numbers; make important words bold or a different colour; add some graphics; print the advertisement.
- Guide students through the process and ask them to share so they can get new ideas.

# Pumpkin's Brand New Pants

## Worksheet A Interpreting figurative language

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

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

**Chapter 1, page 8:** What did Pumpkin mean when he said, "My dad has a green thumb."

**Chapter 2, page 15:** What did Pumpkin mean when he said, "Rips are in"?

**Chapter 3, page 18:** Why did Stace call out to Pumpkin? "Whaddaya reckon?"

**Chapter 4, page 20:** What does, Pumpkin mean when he mutters "Fat chance"?

**Chapter 5, page 32:** What did Mum mean when she said, "They cost me a fortune"?

Write your favourite sentence and draw a picture to go with it on a piece of paper.

# Pumpkin's Brand New Pants

## Worksheet B Reading and writing an advertisement

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

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

Find an example of a factual statement.

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Find an example of words written in a different way for emphasis.

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Find a word that tells you how often the event is held.

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Find an example of an imperative sentence or command.

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Who do you think the advertisement is written for?

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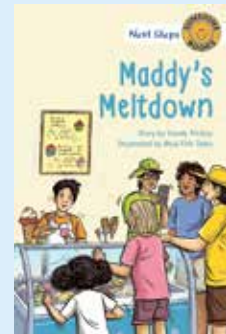
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# Maddy's Meltdown

It's Saturday and Maddy is left in charge of her mother's ice-cream shop. When there is a power cut, she has to do something to stop the ice creams from melting. Team Turbo is a great help!



## Decoding difficult words

Listening to yourself as you read

- To predict the words that are coming up
- To self-correct if the text doesn't make sense
- To self-correct if the text doesn't sound right

## Comprehension focus

- Making inferences

## Fluency focus

- Reading with emphasis when you see an exclamation mark

## Genre focus

- Personal narrative

## Day 1: Before reading

- Introduce *Maddy's Meltdown*. 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.
- Tell students that sometimes authors weave messages into stories to make us think about ourselves. Name some stories they have read 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 reading strategy by discussing the importance of listening to yourself when you read. Model how listening helps you to predict the words that are coming up and to self-correct if the text doesn't make sense or doesn't sound right. Allow students to practise applying the strategy by rereading the blurb independently.
- Read Chapter 1 to students. Say, Did you notice that I reread parts of the text? Why did I do this?
- Choral read Chapter 1 together.
- Allow time for students to read Chapter 1 and practise the reading strategy of listening to themselves. Encourage students to predict and self-correct.
- Encourage students to make inferences. Ask: If this story is about Maddy being left in charge of the ice-cream shop and ends in "Maddy's meltdown", 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.

- Reread Chapter 1. Stop after reading, “Carlo found out the hard way!”, on page 6. Ask: What does Maddy mean when she thinks this?
- Read on to, “Make sure you keep an eye on Chip while I’m away” on page 8. Ask: What does Mum mean when she says this? Discuss responses.
- Repeat the process for Chapter 2.

## After reading

- Distribute Worksheet A and discuss expectations.
- 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 add thought bubbles for Chapters 1 and 2 to Worksheet A.

## Fluency focus

Read *Maddy’s Diary* or *Ice Cream by the Hatfull Rap* with students. Discuss how they should use their voices when reading to an audience. They read along with *Maddy’s Diary*, practising reading with emphasis when they see an exclamation mark.

## Vocabulary and spelling activities

### Goals

To develop understanding about:

- gh letter pattern
- wh- digraph
- long /o/ vowel sound
- homophones
- writing a glossary

### Activity 1 gh letter pattern

Write the word *thought*. Sound it out and discuss the use of the silent gh in the word. Repeat the process with the word *caught*. Students brainstorm other words with the same letter pattern, e.g. *through, higher, right*. Add other words with silent gh to the list, e.g. *sight, might, fright, thought, frightened*. Have students copy the list. Write the word *enough*. Sound it out and discuss the use of gh in the word. (makes an /f/ sound) Add other words with gh that make an /f/ sound, e.g. *tough, rough*.

### Activity 2 wh- digraph

Write the following words on the board: *why, what, where, when*. Read them together and identify the common element (the wh- digraph). A digraph has two letters but one sound. Underline the wh in each word and discuss the fact that the letters together make one sound. Brainstorm other words with wh-, e.g. *while, whether, who*. Have students record the words. Notice that *who* has wh that sounds like /h/.

### Activity 3 Long /o/ vowel sound

Brainstorm a list of words with the long /o/ vowel sound, e.g. *mango, tango, no, won't, groans, cones*. Students record the words on the board, then read them together. Ask: What do you notice about the long /o/ sound in the words? Involve students in classifying the words into groups according to the letter pattern that represents the long /o/ vowel sound, e.g. oa, ow, o-e, initial letter or end of word. Students create a chart with columns headed – *load, know, phone, oh, so*. Have students add long /o/ vowel sound words according to the letter pattern. They search for words from the text to add to the chart. They share their charts with a partner.

### Activity 4 Homophones

Write the words *I* and *eye* and have students explain the difference. Ask them to use each word in a sentence to show understanding. Repeat the process for *no* and *know*. Introduce and define the term “homophone”. Ask students to list five other homophones they know, e.g. *to/two, blew/blue, there/their, flower/flour, fir/fur, flea/flee, be/bee*.

### Activity 5 Writing a glossary

Direct students' attention to the glossary at the back of the book and discuss its purpose and features. Have students select four keywords from the text and record them on a chart in alphabetical order, e.g. *consumption, dollops, instructions, volunteers*. Guide students in the use of a print or digital dictionary to find definitions. Have them add definitions to their chart. Students check to see if any of their words were included in the glossary at the back of the book.

## Day 2: Before reading

- Review the strategy of listening to yourself read, the importance of it and the reasons for it.
- Reread the list of 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 “read, stop, think, discuss” approach and work through Chapters 3 and 4.
- Stop at the end of page 18. Why did Carlo say he is up for the challenge? What did he mean by *Waste not - want not?*
- Continue to read, stopping where appropriate to prompt students to infer meaning from the text.
- Choral read Chapters 3 and 4 together.

## After reading

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

## Activity 1 Introduce the rap

Read *Ice Cream by the Hatfull 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 that has been used. Note any deviations and discuss. Identify the words at the ends of the lines of each verse. Identify the words that rhyme and the words that don't, e.g. *hot/lot; on/ice cream*. Brainstorm other sets of rhyming words that could be used, e.g. *cone/alone*. Have students choose a set of rhymes and write a verse using the same pattern as the original.

## Activity 4 Identify repetition

Identify and read repetitive elements in the rap. Underline and read different elements of each verse. Have students create new verses using the same repetitive pattern. The whole class performs the new verses.

## Activity 5 Make a readers' theatre script

Have students work in groups of three. Have the groups decide which line each one will read individually and which they will read together. They use highlighting pens of different colours to shade their parts of the script so it is easy to remember what and when they need to read. Students perform their scripts for the class.

## Day 3: Before reading

- Review the reading strategy by discussing how listening to yourself when reading helps you stop and self-correct if the text doesn't make sense.
- Have students make predictions about how the story might end and share them.
- Read the predicted messages from Day 1 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

- Read Chapter 5 to students, asking them to note difficult words and where they would reread from to help work them out.
- Choral read Chapter 5 together.

## After reading

- Have students complete thought bubbles for Chapter 5 on Worksheet A and share them. Work with students to orally identify a favourite message in the text.

## Write a personal narrative (diary)

### Goals

- To read and write a personal narrative text
- To identify and talk about a personal narrative text

A personal narrative describes an experience in a writer's life. A diary is an example of a personal narrative or recount. It is written in the first person. It includes interesting details and time-order words to describe the event. Sad, funny or amazing details help the reader to imagine what it would have been like to be there for the experience.

- Ask: What do you know about personal narratives? Discuss responses. Ask: Who keeps a diary?
- Students read *Maddy's Diary*. Have them talk about Maddy's diary and how it should be read.
- Find and read the different features of the personal narrative together. Ask: What is this personal narrative telling us about? What parts tell about what, who, when and how? What parts tell us about how Maddy was feeling?
- Give each student a copy of Worksheet B and outline expectations.
- Students brainstorm a list of experiences to write about. Provide support for those who need it by helping them choose an experience and suggest some opening sentences.
- Students complete their narrative over a number of sessions, including editing, proofreading and publishing their writing. Review the editing process – read, reread, make changes by adding, deleting and changing words if necessary.
- Talk to students about how we read personal narratives and the purpose of the features. Listen to them read their diary entries. Listen for keywords and phrases when they are sharing.



# Maddy's Meltdown

## Worksheet A Making inferences

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

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

<p>Chapter 1, page 9: Why did Maddy think, "Now I have the place to myself."?</p>	<p>Chapter 2, page 12: What was Maddy thinking when she said, "Warm isn't good for ice cream!"?</p>
<p>Chapter 3, page 20: What did Maddy mean when she said, "Mum said no free ice cream"?</p>	<p>Chapter 4, page 26: What was Stan thinking when he said, "You don't happen to have any, do you?"?</p>
<p>Chapter 5, page 33: Why did everyone groan? What were they thinking?</p> <p>Write your favourite message and draw a picture to go with it.</p>	

# Maddy's Meltdown

## Worksheet B Reading and writing a personal narrative

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

Analyse "Maddy's Diary". When did the experience happen?

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List the characters Maddy writes about.

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Find three different sentence beginnings.

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Find four verbs (action words).

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

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Read the concluding sentence and write a different one.

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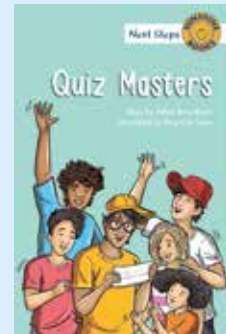
What were the three main things that the personal narrative told us.

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# Quiz Masters

Hari isn't too popular. He is always on his phone so Team Turbo misses out on free tickets to the bungy tramps. They decide to enter the junior section of the school quiz. There is a tie for first place and Hari's phone research pays off.



## Reading strategy

### Decoding difficult words

- Use the first letter, or the first two or three letters
- Reread the sentence and try to read using context clues
- Sound out the word
- Skip the word and read on
- Ask: Does that sound right? Does that make sense?

## Comprehension focus

- Predicting and interpreting the text

## Fluency focus

- Using expression and character voices when reading dialogue

## Genre focus

- Instructions (rules)

## Day 1: Before reading

- Talk about and identify the text features – title, blurb, contents page, chapter titles, lead sentences, significant phrases and single words.
- Discuss how each feature assists the reader to predict, interpret and gain understanding.

## During reading

- Read the title of the book. Say: Use the keywords in the title to help you make a prediction of what the story will be about.
- Have students record their prediction in box 1 on Worksheet A. They share their predictions. Give them the opportunity to rewrite their predictions after they have listened to the opinions of other students.
- Read the Chapter 1 aloud to students. Say: If you want to, you can add to or change your prediction. Choral read Chapter 1 together.
- Read the title for Chapter 2 and the text on page 12. Ask: What do you think will happen next? Ask: What keywords might be included in the text?
- Have students use box 2 on Worksheet A to write their predictions.
- Read Chapter 2 aloud and then choral read together. Discuss the content of Chapter 2.
- Talk about the importance of reading and understanding all the words in a text. Ask: What do you do when you come to a word you don't know? Introduce the reading strategies for decoding difficult words.

- Model the different strategies students can use – using the first letter or the first two or three letters, rereading the sentence and guessing using context clues, sounding out, skipping the word and reading on, asking: Does that sound right? Does that make sense?
- Allow students to read Chapter 1 independently and practise the decoding strategies.

## After reading

- Allow students to quietly read Chapters 1 and 2, noticing where they use expression and character voices when reading the dialogue.
- Students use their notes on Worksheet A to discuss the story so far. Encourage them to read their predictions and talk about why they made changes.

## Fluency focus

Read *Rules for the Quiz* or *Appy Rap* to students. Remember to use expression and character voices. Use a happy voice for the rap. Have students read along with *Rules for the Quiz*. They practise changing expression and the tone of their reading to suit the features of the text.

## Vocabulary and spelling activities

### Goals

To develop understanding about:

- adding -ed to verbs
- apostrophe for possession
- replacement verbs for said
- hyphenated words
- similes

### Activity 1 Adding -ed to verbs

Assign one chapter to each student and ask them to find and record all verbs (action words) containing -ed in the story, e.g. *entered, lived, kayaked, stopped, cried, sped*. Make a class list. Work together to identify the base word and model how -ed is added to create the past tense verb. Involve students in classifying the words into groups according to what happens to the base word when ed is added, e.g. double last letter, just add d, or add ed. Write these on a chart. Together construct rules for creating the past tense with -ed, e.g. if a base word ends in -le, just add d.

### Activity 2 Apostrophe for possession

Record the following sentence in front of the group – *Kylie's eyes filled with tears of disappointment.* (page 15) Ask: Why is there an apostrophe before the s in the word *Kylie's*? Discuss the concept of possession and how we show it. Model this with examples, e.g. weeks' time, Hari's new phone. Involve students in the use of an apostrophe to demonstrate possession by getting them to change statements, e.g. the new phone of Hari, to Hari's new phone. The time of two weeks to two weeks' time. Have students write possessive statements using their own names.

### Activity 3 Replacement verbs for said

Review the meaning of *said* as the past tense of say. Discuss the purpose of using alternative words to *said* in a text. Invite students to recall examples of said words in the text, using the lists of -ed words worked on earlier, e.g. called, yelled, announced. Discuss how these words improve the story for the reader. They make the story more interesting. Compile a class list of alternative words for *said*, including words recalled from past reading.

### Activity 4 Hyphenated words

Record the word *half-time* on the board. Find the word on page 26 and reread it together in context. Discuss the common elements, then introduce or review the term “hyphenated words”. Model how two words have been joined with a hyphen to make one. Brainstorm a list of other hyphenated words, e.g. check-in, check-out, full-time, part-time, up-to-date. Students record the list.

### Activity 5 Similes

Record the following from the text (page 38), *he’s as happy as a dog with a bone*. Reread it together in context. Discuss the purpose of the clause in the text. Introduce the term “simile” and its definition. Explain that it usually begins with like or as. Discuss how it helps the reader to get a clearer picture of what is happening. Students brainstorm a list of known similes, e.g. *as pretty as a picture*, *her eyes shone like diamonds*, and add them to the list, e.g. as quiet as a....; as high as a.... Students compose a list of five similes.

## Day 2: Before reading

- Review the points made about predicting and interpreting text and decoding difficult words.
- Have students use Worksheet A to review what they predicted so far and whether they still agree with their predictions.

## During reading

- Have students read Chapter 3 title, then predict what will happen in Chapter 3 and record it in box 3 on Worksheet A.
- Read Chapters 3 and 4 aloud, then choral read. Share examples of decoding difficult words.
- Remind students to listen to the way dialogue is read. They use text features to help predict and interpret.
- Students reread pages 24–26 of Chapter 4 and write their prediction on Worksheet A.

## After reading

- Have students share their entries in boxes 3 and 4 on Worksheet A and confirm or negate them.
- Help students make connections with the text by asking: Have you ever tried to answer questions for a quiz? Have you ever had to learn answers about things in your area? What did you do? Did anyone else help you? Do you know any other stories about winning prizes?

# 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 keywords 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 at the end of the second and fourth lines of each verse. Identify the words that rhyme and the words that don't (first and third lines). Brainstorm other sets of rhyming words that could be used. 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 Make a readers' theatre script

Students work in groups of three. They decide which line each one will read individually and which lines/words they will read together. Students use a highlighting pen of a different colour to shade their parts of the script so they know which parts to read. They perform their scripts for the class.

## Day 3: Before reading

- Review the text features that students used to predict features of the text: title, chapter headings, sentences and keywords.
- Encourage students to recall the problem of the story. (Hari's phone use, missing out on the bungy tramp)

## During reading

- Ask: What do we know about story endings? Have students use this knowledge to predict an ending and record it in box 5 on Worksheet A. e.g. By the end of the story the problem will have been resolved.
- Read Chapter 5 to students, then choral read it together.
- Remind students to use text features to help predict and interpret; try to decode words they are having difficulty with; listen to the way dialogue is read.

## After reading

- Students review the problem and resolution of the story and share what they wrote in box 5 on Worksheet A.

## Write rules for a game

### Goals

- To read, understand and write a set of rules
- To identify and discuss the features of an instructional text and introduce related terminology
- To rewrite an instructional text

All games have rules to tell you how to play. They are an instructional text, written in sections and agreed upon by the people who play the game. The sections can be numbered or lettered. By following agreed rules, everyone is playing the same game. Sometimes diagrams and labels are used to help the player follow the rules.

- Ask students what they know about instructional texts. Discuss responses.
- Allow time for students to read *Rules for the Quiz*. Talk to students about how rules are written. Model how to begin writing rules using Worksheet B.
- Students choose a game. It can be a game using cards, or a word game, or a ball game. They brainstorm a list of alternative headings for the rules of a game. Listen for keywords and phrases when they share their ideas.
- Have students write and share their headings.
- They list the equipment needed to play the game. Then write the rules.
- Brainstorm possible diagrams with labels to make the instructions clearer.
- Have students complete the task by editing their instructions.
- Listen to students read their rules, noting how they vary the pace of reading to suit the content.

# Quiz Masters

## Worksheet A Predicting and interpreting a text

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

Make predictions about the story.

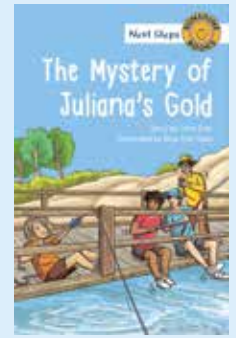
<p>Box 1: What will the story be about?</p>          <p>Add to or change your prediction.</p>	<p>Box 2: What will happen next?</p>
<p>Box 3: What will happen in Chapter 3?</p>	<p>Box 4: Which team will win the quiz?</p>
<p>Box 5: How will the story end?</p>	





# The Mystery of Juliana's Gold

Stace's catch when she goes magnet fishing is a vessel's name plate. Team Turbo takes it to the town librarian, Mrs Winston, for information. Together, 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 Juliana's Gold*. Encourage students to justify their choice using evidence or keywords from the text.
- Read the chapter to 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 clothesline than fishing line."* (pages 6–7)
- Have students choral read Chapter 1 together.
- Students scan the Chapter 2 heading and illustrations and predict how Benji will feel about Stace going magnet fishing. Encourage them to justify their opinions.
- Repeat the rest of the process with Chapter 2.

## 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 Library School Visit* or *Magnet Fishing Rap* with students. Discuss how the reader should use their voice when reading to an audience. Students read *A Library School Visit*. They practise varying the pace of reading to build suspense.

## Vocabulary and spelling activities

### Goals

To develop understanding about:

- /ar/ vowel sound
- hyphens
- opposites
- figurative language
- /or/ vowel sound

## Activity 1 /ar/ vowel sound

Invite students to find words with the /ar/ vowel sound in the text then list them on a chart, e.g. *harbour, cargo*. Have students name the letters that usually represent the /ar/ sound in words and underline them on the list. Brainstorm more words with the /ar/ vowel sound to add to the list, e.g. *barbed, supermarket, started, large, farm*. Read the list together.

## Activity 2 Hyphens

Discuss what a hyphen is for. Hyphens join two or more words being used as a single adjective. Direct students to look at page 8 – *eco-warrior* and page 17 – *great-great-grandmother*. Ask: What do the adjectives describe? (a symbol and a relative) Brainstorm other words with hyphens and create a list of them with the noun they describe beside them, e.g. past the *use-by date* (tin full of butter beans).

## Activity 3 Opposites

Discuss the meaning of opposite. Brainstorm a list of opposites, e.g. *good/bad, left/right, big/little*. Have students use a chapter of the text to find five words. They write the words and their opposites. Chapter 5: *up/down, different/same, smile/frowned*.

## Activity 4 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 enjoyed fishing about as much as fish do*; on page 7, *That looks more like clothesline than fishing line. The fish will see it easily*; on page 22, *Everyone knew that if Hari 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 5 /or/ vowel sound

Record the following words on the board: *for, important, information*. Read the words together. Ask: What sound can you hear in each word? What letter(s) represent the sound in each word? Underline the /or/ letter pattern. Students add other words with the /or/ vowel sound to the list, e.g. *explore, morning*. They record the words 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, 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 to students, then choral read it together stopping at appropriate places to pose questions that will help students develop understanding. Ask: What made Benji become interested in the cargo of the Juliana? 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 keywords 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 Chapter 5 to students, then choral read it together. Discuss how Team Turbo responded when Mrs Winston asked for volunteer. Ask: What was Benji 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 Library 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 Juliana'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 Benji thinking when he said, "It's probably lying at the bottom of the sea."?

Chapter 4, page 23: What did Hari 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 Juliana's Gold

## Worksheet B Writing an information narrative

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

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

---

---

List the people who Mrs Winston thanks.

---

---

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?

---

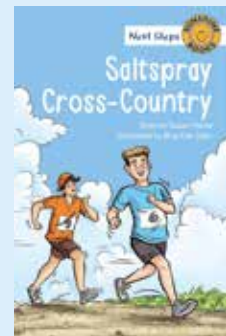
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Write your information narrative on paper or a device.



# Saltspray Cross-Country

Pumpkin wants to beat Carlo in the Saltspray Cross-Country. So he trains hard using positive thinking as his inspiration. But during the race, there is a medical incident. Will Pumpkin win or will he stop to help?



## Reading strategy

Decoding difficult words

- Use the first letter or the first two or three letters
- Reread the sentence and use context clues
- Sound out the word
- Skip the word and read on
- Ask: Does that sound right? Does that make sense?

## Comprehension focus

- Identifying the sequence of events

## Fluency focus

- Varying the pace of reading to create suspense

## Genre focus

- Report

## Day 1: Before reading

- Introduce *Saltspray Cross-Country* as a story with suspense and discuss how this makes us want to finish the story.
- Read the title together. Read the blurb to them, then choral read it together.
- Involve students in making predictions about what will happen in the beginning, middle and end of the story. Ask them to record their predictions on sticky notes.
- Have students share their predictions with a partner, then the group. Ask: What makes you think that? Encourage students to justify their ideas.
- Discuss how Worksheet A will be used to record information about what happens in the story.
- Introduce the reading strategy by talking about how to decode difficult words by
  - using the first letter or the first two or three letters
  - rereading the sentence and using context clues
  - sounding out the word
  - skipping the word and reading on, asking: Does that sound right? Does that make sense?
- Involve students in practising the strategy by using the first letter or first two or three letters to sound out the words *positive*, *thinking*, *message*.

## During reading

- Read Chapters 1 and 2 to students, then choral read them together. Help them to identify two events in each chapter and discuss the sequence.
- Identify difficult words in each chapter and involve students in decoding them.
- Discuss the importance of identifying who is telling a story (voice) and have students identify the narrator for *Saltspray Cross-Country*. Encourage students to justify their choice using evidence or key words from the text.

## After reading

- Model how to use Worksheet A to record two events that happened in sequence in each chapter.
- Allow students to complete Worksheet A for Chapters 1 and 2 independently.

## Fluency focus

Have students read along with Chapters 1 and 2. They read Chapter 1 as if they were a radio commentator. They practise varying the pace of reading to build suspense.

## Vocabulary and spelling activities

### Goals

To develop understanding about:

- contractions
- long /u/ vowel sound
- br- letter blend
- comparatives and superlatives
- syllables

### Activity 1 Contractions

Introduce and define the term contraction. Model how two words can be joined together to make one shorter word. Model the use of an apostrophe in contractions. Have pairs of students find contractions in the text. They record their examples and then record each one as two words, e.g. *there's* = *there + is* (page 13). Involve students in making rules about contractions, the use of an apostrophe and how contractions are formed. Display the list of contractions in a visible space and add to it as new examples are found.

### Activity 2 Long /u/ vowel sound

Have students work with a partner to find and record words with the long /u/ vowel sound in the text (*you, use, used, reputation*). Construct a group list by having pairs of students add their words to a list on the board. They think of more words with the long /u/ vowel sound to add to the list. Read the list of words together and underline the letter(s) that represent the long /u/ vowel sound in each word. Group the words according to the letter pattern and add other examples. Have students record the groups of words, then choral read them.

### Activity 3 br- letter blend

Write the word *break* on the board and ask: What sound do you hear at the beginning of the word? Identify the letters that represent the /br/ sound, then brainstorm a list of other words with the same letter blend, e.g. *breathe, breathing, brand-new*. Have students copy the list of words and underline the letters that make the /br/ sound. Students read the list together.

## Activity 4 Comparatives and superlatives

Draw three objects. Say: This one is fast. This one is faster (comparative), but this one is the fastest (superlative). Tell students that comparatives compare two things and superlatives compare more than two things. Model the process of forming comparatives and superlatives for other words that have *er* and *est* added, e.g. big, deep, high, cool, low. Tell students that if a base word ends in *y*, to make a comparative change the *y* to *i* before adding *er* or *est*. When a base word ends in *e*, to make a comparative just add *r* (closer) or, for a superlative, just add *st* (closest). Have students write comparatives and superlatives for pretty and large.

## Activity 5 Syllables

Record these words from the text; *walk, hundred, positively, decision, cross country, adrenaline, epi-pen, reaction, immediate*. Read the list and review what a syllable is. Model how to break the listed words into syllables. Have students suggest why breaking words into syllables can help when learning how to spell and pronounce words. Have students find ten other words from the text and break them into syllables.

## Day 2: Before reading

- Involve students in orally summarising the story so far and checking their written predictions about the beginning of the story.
- Explain how using prior knowledge of a story helps us to make better predictions.
- Ask students to change or add to their predictions about the middle of the story. They share their predictions with a partner, then the group.
- Review strategies for decoding difficult words from Day 1.

## During reading

- Read Chapters 3 and 4 together.
- Identify and sequence the events for each chapter.
- Identify difficult words in each chapter and review strategies for decoding them.

## After reading

- Have students complete their entries 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 keywords automatically

## Activity 1 Introduce the rap

Read *Cross-Country 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 that has been used. Note any deviations and discuss. Identify the words at the end of the second and last lines of each verse. Identify the words that rhyme and the words that don't. Brainstorm other sets of rhyming words that could be used. 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. Have students break up the words in the last verse of the rap by underlining all the syllables. They identify the rhythm that is established when the last two lines are read as one. Students 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 a cross-country or other race. They use a device and add graphics to their rap and jointly publish their raps as one book along with other details about cross-country racing.

## Day 3: Before reading

- Involve students in orally summarising the story so far and checking their written predictions.
- Explain how using prior knowledge of a story helps us to make better predictions.
- Students change or add to their predictions about the end of the story. They share their predictions with a partner, then the group.
- Have students explain how they decode difficult words.

## During reading

- Read Chapter 5 to students, then choral read. Ask: What did you think about Pumpkin's reaction to the cross-country? Who did you think would win the race? Was the ending what you expected?

## After reading

- Allow students to complete their entry for Chapter 5 on Worksheet A. They return to the group to discuss the events they sequenced.

## Publish 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. The heading tells what the report will be about. Reports include “who, what, where, when, how, why” information. The information can be presented in a graphic form. They begin with an interesting opening sentence and they often end with a closing statement. Sometimes reports have subheadings to break up the text.

- Ask: What do you know about reports? Discuss responses.
- Students read *Reaction to Bee Stings*. Ask: What did you already know about bee stings? What did you learn? What words in the report tell you who? (*people, anyone*) What words tell you what? (*anaphylactic shock*) and so on for all the question words. Record these on the board under the 6 Q words.
- Discuss the need to sequence paragraphs of a report in a logical manner. Count the paragraphs and discuss the purpose of the introduction.
- Allow time for students to reread the report, cut Worksheet B into meaningful sections, sequence the sections and then paste them on paper.
- Discuss the purpose and features of headings and subheadings, including the use of capital letters. Brainstorm headings and possible subheadings for each section of *Reaction to Bee Stings*. Read the list together.
- Allow time for students to add their heading and subheadings to their report.
- Remind them to include acknowledgments by adding Pumpkin’s name as the author of the report and their name as the designer and publisher.
- Students can add a graphic element. Model how to compose and add a caption to a graphic.
- Allow time for students to complete the task and then listen to them read their reports, noting how they vary the pace to build suspense.

# Saltspray Cross-Country

## Worksheet A Identifying the sequence of events

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

List two events that happened in each chapter. Make sure they are in sequence.

<p>Chapter 1: Event 1:</p>          <p>Event 2:</p>	<p>Chapter 2: Events 1:</p>          <p>Event 2:</p>
<p>Chapter 3: Event 1:</p>          <p>Event 2:</p>	<p>Chapter 4: Event 1:</p>          <p>Event 2:</p>
<p>Chapter 5: Event 1:</p>          <p>Event 2:</p>	

# Reaction to Bee Stings

Some familiar things can cause dangerous physical reactions in some people. These things include insect bites and stings, some medicines and food, such as peanuts and shellfish.

Getting a bee sting or eating peanuts can cause something called anaphylactic shock. Symptoms happen very quickly. The person might have trouble breathing and their face may become swollen. Anyone who has this reaction needs to get help quickly.

The immediate treatment is an injection of adrenaline. This quickly reverses the symptoms of the shock. We all have adrenaline naturally in our bodies. That is what makes us run faster when we are frightened and our heart races.

People who know they may suffer anaphylactic shock can carry a pen that can give them a dose of adrenaline. Children are trained to use the pen immediately they feel the symptoms.

There is a short needle on the pen and it is injected into the outside of the thigh, even through clothing. It only takes about three seconds for the adrenaline to start working.

If there is no change, call emergency services immediately.

# The Pink Flamingo

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



## Reading strategy

### Rereading

- To read unknown words
- To ensure the text makes sense
- To ensure the text sounds right
- To ensure understanding

## 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:
  - read unknown words
  - ensure the text makes sense
  - ensure the text sounds right
  - ensure understanding

## During reading

- Read Chapter 1 to students. Ask: 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 should use when they are having difficulty reading or understanding a text.
- Read page 6 to find the word *ambergris*. Ask what clues students find in the paragraph that tells them what ambergris might mean.
- Choral read Chapter 1 together. Allow time for students to read Chapter 1 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

### Goals

To develop understanding about:

- comparatives and superlatives
- writing a glossary
- compound words
- double consonants
- the /oo/ vowel sound

### Activity 1 Comparatives and superlatives

Display three objects of different sizes. Say: This one is big. This one is bigger (comparative), but this one is the biggest (superlative). Tell students that comparatives compare two things and superlatives compare more than two. Model the process of forming comparatives for other words that have er and est added, e.g. short, tall, happy, sad, funny. Direct attention to the words *smaller*, on page 17 and *closest* on page 10. Tell students that when a base word ends in e, make a comparative by adding r (*closer*) or st for a superlative (*closest*). When a base word ends in y, change the y to i before adding er or est. Model changing funny to funnier, funniest. Have students use these rules to write comparatives and superlatives for *happy* (page 29).

### Activity 2 Writing a glossary

Direct students' attention to the glossary on page 40 and discuss its purpose and features. Have them select four keywords about rescuing the bird and record them on a chart in alphabetical order, e.g. *endangered*, *flotation*, *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 Compound words

Ask students to define compound words. Model how two words have been joined together without a hyphen to make one word, e.g. *some* + *thing* = *something*. Ask students to find five compound words in the text. They list their words in alphabetical order, e.g. *backpack*, *everyone*, *mudbank*, *underpants*, *wetsuit*. Together construct and record an alphabetised list of compound words. Write the two words that were joined alongside each compound word.

### Activity 4 Double consonants

Review the difference between a consonant and a vowel and discuss the use of double consonants in some words. Ask students to tell you words they know that have double consonants. They work in pairs to find words with double consonants in the text, e.g. *paddle*, *happen*, *summer*, *tomorrow*. Students record the words on a chart. Read the chart together, then group the words according to their double-letter pattern. Create rules about the placement of double consonants in words and which letters are likely to be doubled.

### Activity 5 The /oo/ vowel sound

Brainstorm a list of words with the /oo/ vowel sound (food, good, took, stool). Record the words on the board then read them together. Ask: What do you notice about the /oo/ sound in the words? Involve students in classifying the words into groups according to the sound that represents the /oo/ letters, i.e. *food* and *stool* have a different sound to *good* and *took*. Students create a chart with two lists of /oo/ words according to the sound of the vowel. They can use *took* and *food* as headings. They search for words from the text to add to the chart and share it with a partner, e.g. *too*, *goodbye*, *goose*, *look*, *bamboo*.

## 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.
- Stop on page 18 at *bamboo*. Ask: Why was Hari 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.
- Students choral read Chapters 3 and 4 together.

## 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 keywords 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. Have students shade each group of rhyming words a different colour. 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. Have each student use a highlighting pen of a different colour to shade their part of the script. 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 Chapter 5 to students, asking them to note where you varied the reading to suit the action.
- Choral read Chapter 5 together. Discuss the ending and allow time for students to confirm or negate their predictions.
- Students talk about unfamiliar words in the chapter, e.g. *released*, *gracefully*, *deflated*, *perfume*. Involve them in decoding the words.

## 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 2020) 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 Benji thinking when he joked, "Amber who?"?

### Chapter 2, page 11

What was Carlo thinking when he said, "I knew I should have gone surfing."?

### Chapter 3, page 20

What was Kylie thinking when she said, "I keep it in my bag in case of a tsunami."?

### Chapter 4, page 26

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

### Chapter 5, page 32

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

## The Eastern Curlew

The eastern curlew migrates every year. It travels from its breeding grounds in Siberia in the far north of Russia to Australia and New Zealand for summer.

The eastern curlew is now on a list of endangered species because 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 coastal areas are changing because more people are building houses there, causing changes in the coastal wetlands.

# 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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---

List the countries mentioned.

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---

Find two different sentence beginnings.

---

---

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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