

Next Steps Skills Charts Overview: Series #1

Level	Title	Reading Strategy
17	Bottle From the Sea	decoding difficult words
17	Lights, Camera, Action	decoding difficult words
18	Sunday Lunch	using prior knowledge to make predictions about and connections with the text
18	Never Too Late	using prior knowledge to make predictions about and connections with the text
18	Finding the Safe	using prior knowledge to make predictions about and connections with the text
18	The Ice Cream Shop Window	using prior knowledge to make predictions about and connections with the text
19	The Winner Is...	rereading
19	The Longest Eel in the World	listening to yourself as you read
20	Skateboards and Spaghetti	asking questions as you read
21	The Bonza Beach Dig	rereading
21	Shootout!	listening to yourself as you read
21	The Fear Factor	being positive about reading
21	The Biggest Catch	asking questions as you read
23	How Pumpkin Got His Name	rereading
23	Stranded	listening to yourself as you read
24	Grom Comp Day	being positive about reading
24	Salt spray Monster	decoding difficult words
24	Salt spray Idol	being positive about reading

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

Next Steps Genre: Series #1

Title	Genre
Bottle From the Sea	report
Finding the Safe	newspaper report
Grom Comp Day	explanation
How Pumpkin Got His Name	personal narrative
The Ice Cream Shop Window	persuasive text (letter to editor)
Lights, Camera, Action	persuasive text (advertisement)
Never Too Late	persuasive text (poster)
Saltspray Idol	recount (email)
Saltspray Monster	report
Shootout!	instructional text
Skateboards and Spaghetti	instructional text
Stranded	newspaper report
Sunday Lunch	persuasive (letter of complaint)
The Biggest Catch	recount (email)
The Bonza Beach Dig	information narrative
The Fear Factor	transactional text (interview)
The Longest Eel in the World	report
The Winner Is...	persuasive text (advertisement)

Vocabulary and Spelling Overview: Series #1

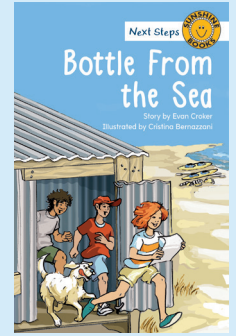
Level	Title	Activities
17	Bottle From the Sea	<ul style="list-style-type: none"> – Adding -ed to verbs – Apostrophe for possession – Silent gh – /oi/ and /oy/ vowel sounds – Alphabetising words
17	Lights, Camera, Action	<ul style="list-style-type: none"> – Learning to spell keywords – Short /o/ vowel sound – Capitalisation for effect – Silent letters – Assonance
18	Sunday Lunch	<ul style="list-style-type: none"> – -ate word family – Abbreviations – Contractions; /c/ sound with c and ck – long /a/ vowel sound
18	Never Too Late	<ul style="list-style-type: none"> – Using a dictionary – Spelling difficult words – Plurals – Long /i/ vowel sound – Silent letters
18	Finding the Safe	<ul style="list-style-type: none"> – Base words – dg letter pattern – s making the /z/ sound – qu- letter pattern – Letter y at end of a word making long /e/ vowel sound
18	The Ice Cream Shop Window	<ul style="list-style-type: none"> – /ow/ vowel sound – Adjectives – sh- digraph – Compound words – Silent w

19	The Winner Is...	<ul style="list-style-type: none"> – Capital letters for emphasis – Sound words – Bold for emphasis – Soft /g/ sound – Short /u/ vowel sound
19	The Longest Eel in the World	<ul style="list-style-type: none"> – Similes – Hyphenated words – Long /e/ vowel sound – Alliteration – Sound words
20	Skateboards and Spaghetti	<ul style="list-style-type: none"> – /ur/ vowel sound – Figurative language – Pronouns – Interesting vocabulary – tr- letter blend
21	The Bonza Beach Dig	<ul style="list-style-type: none"> – Adding -ing to verb – Forming adverbs by adding -ly – scr- 3-letter blend – /ou/ and /ow/ vowel sound – Compound words
21	Shootout!	<ul style="list-style-type: none"> – gh letter pattern – wh- digraph – Long /o/ vowel sound – Homophones – Writing a glossary
21	The Fear Factor	<ul style="list-style-type: none"> – Alliteration – sc- letter blend – Short /i/ vowel sound – Reading and spelling difficult words – ch- digraph
21	The Biggest Catch	<ul style="list-style-type: none"> – kn letter pattern – Short /a/ vowel sound – squ- letter pattern – Prefixes re- and un- – Sounding out words when writing

23	How Pumpkin Got His Name	<ul style="list-style-type: none"> – Comparatives and superlatives – Writing a glossary – Compound words – Double consonant – /oo/ vowel sound
23	Stranded	<ul style="list-style-type: none"> – Letters ph sound like /f/ – Prefixes un-, in-, a- – Syllables – Short /e/ vowel sound – sl- letter blend
24	Grom Comp Day	<ul style="list-style-type: none"> – /ar/ vowel sound – Abbreviations – Opposites – Figurative language – /or/ vowel sound
24	Saltspray Monster	<ul style="list-style-type: none"> – Contractions – Long /u/ vowel sound – br- letter blend – Comparatives and superlatives – Syllables
24	Saltspray Idol	<ul style="list-style-type: none"> – Suffix -tion – Nouns – Prefix dis- – Plural for words ending in y – Multiple meanings

Bottle From the Sea

Stace, Carlo and Benji find a bottle on the beach by the hut. The bottle had a map in it and the children follow the map to find the treasure. The treasure they find isn't what they expect, but it is good all the same!



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

- Report

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 and interpret and gain understanding.

During reading

- Give each student a copy of Worksheet A and discuss expectations.
- 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. Have students 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 title and text aloud. Say: If you want to, you can add to or change your prediction. Choral read Chapter 1.
- Read the title for Chapter 2 and the text on page 11. Ask: What do you think the next part of the story will be about?
- Ask: What keywords might be included in the text?
- Have students use box 2 on Worksheet A to predict what might happen next.
- Read Chapter 2 aloud and then choral read. Discuss the content of Chapter 2.
- Discuss 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 unknown 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 can 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 *Message in a Bottle* or *Pesky Pirate Rap* to students. Remember to use expression and character voices – use a pirate voice for the rap. Have students read along with *Message in a Bottle*. 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:

- adding -ed to verbs
- apostrophe for possession
- silent gh and gh as /f/ sound
- the /oi/ and /oy/ vowel sound
- alphabetising words

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. *waited, helped, laughed, paddled, ignored, grabbed*. 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 – *She was sitting in Benji's kayak.* (page 8)
Ask: Why is there an apostrophe before the s in the word Benji's? Discuss the concept of possession and how we show it. Model this with examples – water's surface, Pumpkin's can. Involve students in the use of an apostrophe to demonstrate possession by getting them to change statements, e.g. the surface of the water, to the water's surface. Have students write possessive statements using their own names.

Activity 3 Silent gh and gh as /f/ sound

Write the word *eighty*. Sound it out and discuss the use of the silent gh in the word. Repeat the process with the word *through*. 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. *photograph*, *laugh*, *graph*. Have students copy and choral read the list.

Activity 4 The /oi/ and /oy/ vowel sound

Record the following words on the board – *pointed*, *coin*, *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 oy letter pattern. (*boy*, *toy*, *joy*, *annoy*)

Activity 5 Alphabetising words

Review the process of putting words into alphabetical order. Remember if two words start with the same letter, then look at the second letter.

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 the chapter title then predict what will happen in Chapter 3 and record it in box 3 on Worksheet A.
- Read pages 23–26 of Chapter 4, then have students write their prediction 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.

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 had to follow directions to find something? Have you ever tried to find something that is lost or hidden? What did you do? Did anyone else help you? Do you know any other stories about looking for buried treasure?

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 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.

Activity 5 Publish a rap

Have each student produce their own rap about one aspect of pirates or messages in bottles. They use a device to add graphics to their rap. Have students jointly publish their raps as one book along with other details about pirates or messages in bottles. 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 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.

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. Say: By the end of the story the problem will have been resolved. We will have a resolution.
- 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.

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. 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 *Message in a Bottle* together. Ask: What did you already know about messages in bottles? 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 final fact.
- 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.
- 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 complete the task.

Bottle From the Sea

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: What will happen when Pumpkin turns up?</p>
<p>Box 5: How will the story end?</p>	

Message in a Bottle

This is a way of sending a message. The message is put into a bottle or waterproof container that can float. It is then put into the sea. Someone might find the bottle and read the message.

People shipwrecked on islands send messages to try to get help. Some people send messages in bottles to see how far they will travel and to make new friends.

When Christopher Columbus was travelling back to Spain after landing in America, he put a message in a sealed cask. His ship was in a terrible storm. He wanted to make sure that people knew about America in case he didn't live. Columbus did live but his message was never found.

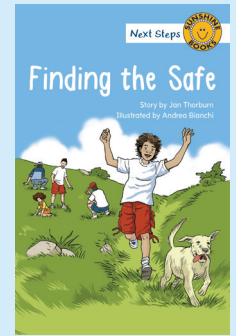
In the 16th century, the English navy used messages in bottles to send information to shore. There was even an official job of "Uncorker of Ocean Bottles". If anyone else opened these bottles, they might be thrown into prison.

In 2005, 88 people were rescued off the coast of Central America after their ship was wrecked. They had placed an SOS message in a bottle and it was found.

One message in a bottle was put into the sea in 1914 and found by a fisherman in 2006. That's 92 years bobbing about on the ocean waves.

Finding the Safe

Team Turbo decided to go to the cave under the cliffs in the holidays. On the way they found some money and a safe on the path. It was Stace and Doris, the dog, who helped the police to catch the thieves.



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 keyword *safe*. Discuss what a safe is and whether students have seen one. What do they know about safes?
- 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 a safe? Discuss responses.
- Read the chapter to students, then choral read it together. Ask students to share stories of their own school holiday activities.
- Read the heading of Chapter 2. Ask students to predict how the money got on the path. Read the text to students, then choral read it together.

- Discuss the importance of identifying who is telling a story (voice). Have students identify the narrator for *Finding the Safe*.
- 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. Read Worksheet A and 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 the *Children in Safe Return* or the *Crime-Fighting Dog 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
- dg letter pattern
- the letter s making the /z/ sound
- the qu 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 *safe* together. Identify it as a base word and have students create more words using the base word *safe*, e.g. *safely*, *safety*, *safest*. Discuss the grammatical status of each word (noun, adverb, superlative). Repeat the process for other base words such as *note*, *smile*, *argue*.

Activity 2 dg letter pattern

Write the word *edge* and ask students to read it with you. Ask: Which letters are silent in the word? (d, e) Brainstorm a list of other words with the dg letter pattern, e.g. *fridge*, *hedge*. Have students record the list and underline the dg letter pattern. Ask them to orally create rules about the use of this spelling pattern. They add a written rule to their list.

Activity 3 The letter s making the /z/ sound

Ask students to find and list interesting words from *Finding the Safe* with the letter s making the /z/ sound, e.g. *deserve*, *praised*, *treasurer*. Have students quietly read their lists and underline the letter that makes the /z/ sound. Jointly construct rules about the letter s making the /z/ sound in words.

Activity 4 The qu letter pattern

Say the words *quickly*, *quiet*, *equal*. Ask students to write the words. Remind them to sound /kw/ as they write. Spell the words aloud after checking spelling. Add words with the same letter pattern to the list of words, e.g. *queen*, *quote*, *query*. Underline the letters qu in each word and identify that they represent the sound /kw/ 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. *lucky*, *floppy*, *sticky*, *salty*. 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 the money was on the path.
- 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 "*Don't worry, Curly! I'm just going to help you spend it!*" ask: What sort of relationship do you think Curly has with Pumpkin? What evidence did you read in earlier chapters to justify this view? ("*He always copied whatever Pumpkin said.*" page 15)
- 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 the piece of cloth that Doris found.

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 Crime-Fighting Dog 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. 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 his/her 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 crime fighting. Have students use a device and add graphics to their rap. They jointly publish their raps as one book along with other details about crime fighting. 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. *material*, *station*, *alarm*, *argue*, *arguing*, *caught*. Involve students in decoding the 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. The text is 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 *Children in Safe Return* 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.
- Read the comments included in *Children in Safe Return* and work backwards to identify some of the questions that may have been asked of Kylie, Benji and Maddy. Help students to begin work by modelling how to compose a question to ask a member of Team Turbo involved in the adventure.
- 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 cliff path. 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 being honest if you find something valuable that is obviously lost.
- 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.

Finding the Safe

Worksheet A Identifying the author's purpose

Name: _____ Date: _____

What connections can you make with the story?

Chapter 1, Going to the Cave

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

Chapter 2, How Did it Get Here?

How do you think the money got on the cliff? Jot down your ideas.

Chapter 3, Lots of Money

Write down five things you know about dogs and how they help people.

Chapter 4, The Police Station

What would you do if you found money lying on a path?

Chapter 5, Catch the Thief

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

Finding the Safe

Worksheet B Reading and writing a report

Name: _____ Date: _____

Make up three different headlines for the newspaper report Children in Safe Return. Add an opening sentence beneath each headline.

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

Name of person being interviewed:

Question 1:

Answer:

Question 2:

Answer:

Question 3:

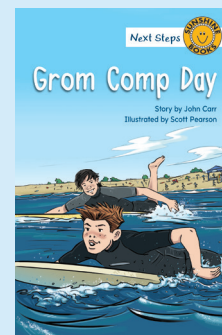
Answer:

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

Make a diagram of the cliff path where the money was found to go with the report.

Grom Comp Day

Grom Comp Day was the day Carlo showed what a good surfer he was. Maddy set up a sandwich stall and Team Turbo watched the competition excitedly. But when Carlo's board broke in two, he ended up winning a different prize altogether.



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

Explanation

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 surfing.
- 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 and surfing 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 responses.
- Discuss the importance of identifying who is telling a story (voice), then invite students to identify the narrator of *Grom Comp Day*. 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. "*You don't need one*", "*Maddy organised the rest of us*".
- Encourage students to make inferences. Ask: If this story is about a competition 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 surfing language by rereading excerpts together, e.g. "*It was Grom Comp Day*", "*Put the Mal between the two picnic tables!*" or "*You'll cruise it!*"
- Have students choral read Chapter 1 together.
- Students scan the Chapter 2 heading and illustrations and predict how Carlo will feel about going surfing. 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 *Surfing Terms* or *Surf Lingo Rap* with students. 1 and 2. Discuss how a reader should use their voice when reading to an audience. Students read *Surfing Terms*. They practise varying the pace of reading to build suspense.

Vocabulary and spelling activities

Goals

To develop understanding about:

- /ar/ vowel sound
- abbreviations
- 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. *charter, start, hard*. Have students name the letters that usually represent the /ar/ sound in words and underline these on the list. Brainstorm more words with the /ar/ vowel sound to add to the list. Then read the list together.

Activity 2 Abbreviations

Discuss what an abbreviation is – shortened forms of words, or letters standing in place of the words. Direct students to look at the title. Ask: What is it short for? Brainstorm abbreviations and create a list of them with the full version alongside, e.g. *Mall/Malibu, email/electronic mail*.

Activity 3 Opposites

Discuss the meaning of opposite. Brainstorm a list of opposites, e.g. *happy/sad, left/right, big/little*. Have students use a chapter of the text to find five words. They then write the words and their opposites. Chapter 1: good/bad, gentle/strong, biggest/littlest.

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 19, *Using a Malibu board in a normal surf contest would be like trying to race the space shuttle in a hot-air balloon!*; on page 34, *a smile as wide as a Malibu board*; on page 20, *Try and be more like your surfboard and snap out of it!* 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, *normal, shore, formed*. 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. Have students add other words with the /or/ vowel sound to the list, e.g. ignore, according. 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 could you say about Pumpkin and Carlo as they competed in the competition? Why did Carlo change his mind about using the Mal?
- Repeat the process for Chapter 4 after orally predicting who will win the competition. Ask: What do you think will happen to Doris? And Carlo?
- 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 that has been used. 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. 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 one aspect of surfing. They use a device and add graphics and jointly publish their raps as one book along with other details about surfing.

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 the way Carlo responded when he reached Doris. Ask: Why did everyone laugh? Why did Benji think Pumpkin deserved to win? Why was Doris asleep at the prize giving?
- 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.

Publish a report

Goals

- To read and write an explanation text
- To identify and talk about the features of an explanation text

Explanations tell us how things work and what they are. They make things clearer for the reader. The title tells what the explanation will be about. They might include technical words or keywords. They are written in paragraphs, steps or lists. They use definitions and descriptions.

- Ask: What do you know about explanations? Discuss responses.
- Students read *Surfing Terms*. Discuss how the definitions are written. Ask: What did you already know about surfing? What did you learn?
- Model how to write definitions. Explain that a list of terms can be written as phrases so they may not have verbs.
- Have students choose a sport, a music group, movies or other category to write an explanation about. They use the internet to write down terms and to check the definition of their terms.
- They write their own lists and definitions on Worksheet B.
- Model how to edit to make an explanation text easy to understand. Use sample definitions from students' explanations.
- Have students apply the same editing process to edit their own list and add an appropriate title.
- Talk to students about how we read explanations and the purpose of their features. Listen for keywords and phrases.
- Invite students to share their work on Worksheet B with others.

Grom Comp Day

Worksheet A Making inferences

Name: _____ Date: _____

Draw a thought bubble with text for each chapter.

Chapter 1, page 6

What was Stace really thinking when she said, "You don't need one."?

Chapter 2, page 14

What did Maddy really mean when she shouted, "Go! Go! Go!"?

Chapter 3, page 19

What was Pumpkin really thinking when he said, "You could use mine!"?

Chapter 4, page 22

What did Pumpkin really mean when he scoffed, "You won't be able to do anything without a tugboat!"?

Chapter 5, page 34

What does the author really mean by, "He had a smile as wide as a Malibu board when he saw the prize."?

Grom Comp Day

Worksheet B Reading and writing an explanation

Name: _____ Date: _____

Write a category you have chosen.

Write your list of terms and their definitions.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

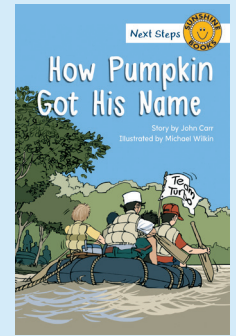
8. _____

9. _____

10. _____

How Pumpkin Got His Name

Pumpkin Patterson's real name was Porter Patterson. When the Saltspray River Raft Rumble Shield Race took place, something happened on the finish line. Team Turbo always called him Pumpkin after that.



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

- Personal narrative

Day 1: Before reading

- Introduce *How Pumpkin Got His Name*. 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.

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. 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 7 to find the word *engraved*. Ask what clues students find in the paragraph that tells them what engraved might mean.
- Choral read Chapter 1 together. Allow time for students to read Chapter 1 to practise the rereading strategy.

- Encourage students to make inferences. Ask: If this story is about how Porter got his nickname, 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 page 8. Ask: What does Porter mean when he says "*You must have a very fast raft.*"?
- Read on to page 9, "*I thought that was a pack of doughnuts!*" Ask: What does Porter mean when he 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 1–2.

Fluency focus

Read *My Diary* or *The Raft Rap* with students. Discuss how the reader uses their voice when reading to an audience. Students read along with *My Diary*. They read pages 6–7 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

Draw three objects. 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 things. Model the process of forming comparatives for other words that have *er* and *est* added, e.g. *high*, *thick*, *happy*, *thin*, *mean*. Direct attention to the words *wider*, on page 15 and *funniest* on page 37. Tell students that when a base word ends in "e", make a comparative by adding *r* (*wider*) or *st* for a superlative (*widest*). When a base word ends in *y*, change the *y* to *i* before adding *er* or *est*. Model changing *funny* to *funnier*, *funniest* and *wide* to *wider*, *widest*. Have students use these rules to write comparatives and superlatives for *tasty* and *strange*.

Activity 2 Writing a glossary

Direct students' attention to the glossary on page 40 and discuss its purpose and features. They select four rafting keywords and record them on a chart in alphabetical order, e.g. *current*, *inflatable*, *lifejacket*, *paddle*. Guide students in the use of a 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.

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. *every* + *where* = *everywhere*. Ask students to find five compound words each. They list their words in alphabetical order, e.g. *doughnuts*, *horsepower*, *lifejackets*, *sandbank*. Together construct and record an alphabetised list of students' compound words. Write the two words that were joined alongside each compound word.

Activity 4 Double consonants

Review the difference between consonants and vowels and discuss the use of double consonants in some words. Ask students to tell you words they know that have double consonants. Have them work in pairs to find words with double consonants in the text, e.g. *paddle*, *channel*, *current*, *rotten*. 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 (*pool*, *book*, *took*, *school*). 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. *pool* and *school* have a different sound to *book* and *took*. Students create a chart with two lists of /oo/ words according to the sound of the vowel. They can use *book* and *pool* as headings. They search for words from the text to add to the chart and share it with a partner.

Day 2: Before reading

- 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 3–4.
- Stop on page 22 at *castle*. Ask: Why was Hari more enthusiastic after losing a paddle? Why did he shout "Paddle" without having a paddle?
- 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 Raft 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. The group decides which member will read which lines individually and which lines/words they will read together. Have each student use a highlighting pen of a different colour to shade his/her 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 raft racing. Have students use a device and add graphics to their rap. They jointly publish their raps as one book along with other details about raft racing. 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 action.
- 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. *grateful*, *bridge*, *vanished*, *wiping*, *nickname*. Involve students in decoding the words.

After reading

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

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 the 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 *My Diary*. Have them talk about Toni'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 the what, who, when and how? What parts tell us about how Toni 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.
- Have 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.
- Listen to students read their diary entries. Talk to them about how we read personal narratives and the purpose of the features. Listen for keywords and phrases when they are sharing.

How Pumpkin Got His Name

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 said, "All the racing teams have names like this."?

Chapter 2, page 15

What was Hari thinking when he got hit by something red and squishy?

Chapter 3, page 19

What was Stace thinking when she said, "Horsepower!"?

Chapter 4, page 22

What was Hari thinking when he said, "Paddle! Paddle! Paddle!"?

Chapter 5, page 34

What did Benji mean when he said, "You just got pipped."?

How Pumpkin Got His Name

Worksheet B Reading and writing a personal narrative

Name: _____ Date: _____

Analyse "My Diary" personal narrative. When did the experience happen?

List the people who Toni writes about.

Find three different sentence beginnings.

Find four verbs (action words).

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

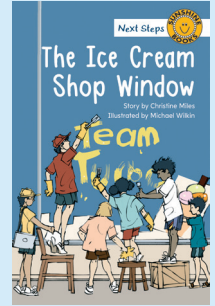
Read the concluding sentence and write a different one.

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

Write your own personal narrative on paper or a device.

The Ice Cream Shop Window

Someone had painted graffiti across the big window of My Favourite Ice Cream Shop. The words sprayed on the window were “Team Turbo”. Who would do this? Maddy and Hari crack the mystery and clear Team Turbo’s name.



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

Making our voice go up at a question mark

Genre focus

Persuasive text (letter to the editor)

Day 1: Before reading

- Introduce the book by reading the title to students, then choral read it together. Engage students in a discussion about ice cream.
- 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 some relevant questions they can ask themselves when they are reading, such as, 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 Ice Cream Shop Window. Encourage them to justify their choice using evidence or keywords from the text.
- 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.

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 *Letter to the Editor* or *Ice Cream Rap*. Discuss how the reader uses his/her voice when reading to an audience. Have students read along with *Letter to the Editor*. Students 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
- sh- digraph
- compound words
- silent w

Activity 1 /ow/ vowel sound

Students use different chapters of *The Ice Cream Shop Window* to find two words with the /ow/ sound and record them on paper, e.g. *now*, *how*, *down*. Emphasise that both /ow/ and /ou/ letter patterns can have the same /ow/ sound as in *cow*. Compile a group list by brainstorming words with the /ow/ vowel sound, e.g. *crouched*, *now*. Record the words on the board and read the list together, listening to the /ow/ vowel sound. 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. *glow*, *know*. Exclude these from the list.

Activity 2 Adjectives

Review the term adjectives and discuss their purpose in a text. Use the phrases “*his head shone like the yellow paint*” and “*You glow, you silly boy!*” 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. Model how to add adjectives to describe nouns by involving students in adding to the text of Chapter 4 (page 26) – “I ran across the _____ lawn and crouched beside a _____ bin. Through an _____ window...” for example. Find adjectives to add to the words *shop* and *ice cream*.

Activity 3 sh- digraph

Write the following on the board: *shop, should, shouted, shoulders, shaved*. Read them together and identify the common element – the sh- digraph. Underline the sh- in each word and discuss the fact that the letters together make one sound. Brainstorm other words with sh, e.g. *shone, she, shimmer, shoot, shall, share, sheep*. Encourage students to come up with a rule for the use of sh-.

Activity 4 Compound words

Write the words *lunchtime, yourselves* and *anything* on the board. Have students talk about how these words were formed. Show how *lunch* and *time* are joined together to make *lunchtime* – a compound word. Have students show other examples of compound words from the text – street + light = *streetlight*. 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 *written*. Sound it out and discuss the use of the w in the word. Add other words with the silent w to the list, e.g. *answer, wrong, 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 being blamed for graffiti?
- 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, do you think Hari is right about Pumpkin's mistakes?
- Read Chapter 4 to students, then choral read it together. Ask what the word *crouched* means.

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 Maddy the main character? Is Hari 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 *Ice Cream 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 first and second lines of the verses. 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 her/his part of the script. Have students perform their scripts for the class.

Activity 5 Publish a rap

Have each student produce a rap on a device about 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 of stories, e.g. a fairytale book. Students include all of 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 Pumpkin's head shining? How will Team Turbo find out the whole story? What will happen to Pumpkin?
- Read Chapter 5 to students, then choral read.
- Ask: Did the story end as you expected it to?

After reading

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

Write a letter to the editor

Goals

- To read and write a letter to the editor
- To identify and discuss features of a letter to the editor
- Ask: What do you know about letters to the editor? Allow time for students to read the *Letter to the Editor* on pages 36-37.
- Tell students a letter to the editor is often written to persuade others of the writer's point of view. Each paragraph of the letter supports the purpose for writing, providing examples or reasons for the author's opinions or suggestions. The letter writer tries to get readers to agree with him or her. The letter writer might ask readers to join him or her in some sort of activity.
- Tell students they are going to write a Letter to the Editor to persuade people to help prevent graffiti in the community. Remind students they need to be making notes to use when writing a letter. Model how to start using Worksheet B and allow time for them to complete it.
- Reread *Letter to the Editor* and discuss the persuasive tone of the writing, particularly in the opening paragraph. Say: You could use this format to help you write a letter to the editor.
- 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 ways to prevent graffiti, and what they would like readers to do. They write two reasons why they want this to happen. They say how it could be paid for and 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.
- Students write their letters and publish them.
- Students read their letters, noting the use of clear and persuasive language, the way their request was stated, the reasons given and the benefits that have been included.

The Ice Cream Shop Window

Worksheet A Identifying the main idea

Name: _____ Date: _____

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

Chapter 1, Call on the Mobile

Chapter 2, Graffiti

Chapter 3, So Many Mistakes

Chapter 4, Looking for Clues

Chapter 5, Glowing in the Dark

The Ice Cream Shop Window

Worksheet B Reading and writing a letter to the editor

Name: _____ Date: _____

Gather your thoughts. Make notes under the headings.

Ways to prevent graffiti in the community

Request what you want to happen

Reasons for your request

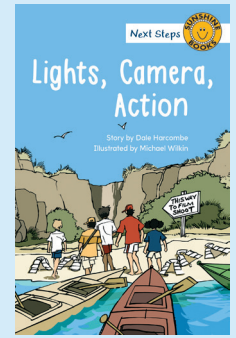
Who might pay for this?

Write two benefits or good things that will happen

Draft a letter to the editor.

Lights, Camera, Action

There is a film crew in town and they are looking for extras. Team Turbo start practising their acting and singing. Then they get another flyer saying that the tryouts are on The Doughnut. So they head off in their kayaks.



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 the story with suspense and discuss how this makes us want to finish the story. Read the title together. Read the blurb, then choral read it 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.
- 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 *flyer*, *screen*.

During reading

- Read Chapters 1 and 2 to students, then choral read them together. Help students to identify the main events and the order that they happened. Ask: What happened first? Next? and so on.
- 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 *Lights, Camera, Action*. They justify 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 they happened.
- Have students complete Worksheet A independently.

Fluency focus

Read *Be Extra-Ordinary!* or *The Movie Star Rap* to students. Discuss how to use their voice when reading to an audience. Students read *Be Extra-Ordinary!* They practise reading in a loud, clear voice and changing the expression and tone of their reading to suit the features of the text.

Vocabulary and spelling activities

Goals

To develop understanding about:

- learning to spell bold words on Worksheet B
- short /o/ vowel sound
- capitalisation for effect
- silent letters
- assonance

Activity 1 Learning to spell bold words

Involve students in writing out the high-frequency words that are bold on Worksheet B. Read the list together, then sound out each word. Have them underline the part of the word that is hard for them to remember when spelling the word. Allow time for students to practise learning the words, then conduct individual spelling 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 letters that make the short /o/ vowel sound in the word, e.g. *opera*, *online*, *not*, *got*, *letterbox*, *stop*, *off*, *laptop*, *across*, *odd*.

Activity 3 Capitalisation for effect

Discuss the use of capitals for effect or emphasis in the word *HELLOOOO* in the text (page 17). Have students select four sentences from the book and write an appropriate word in each sentence in capitals, e.g. *What a HUGE mess!* Read the sentence with and without the capitals to hear the different effect.

Activity 4 Silent letters

Say the words *calm*, *paddle*, *climbed*. Ask students to write the words. Remind them to sound 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 that can be added to. Categorise the words according to their silent letter, e.g. *paddle*, *flare*.

Activity 5 Assonance

Use the phrase *tough luck* (page 31) to model and explain assonance which is the use of the same vowel sound with different consonants or the same consonants with different vowels. Discuss examples in the rap, e.g. *a smile on my dial, style on my file*. 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 the strategy 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 *The Movie Star Rap* with students. Volunteers read the rap independently.

Activity 2 Perform the rap: body percussion

As you read the rap, encourage students to move their bodies and clap their hands or click their fingers in time. 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. On a photocopy, they can shade the groups of rhyming words a different colour. Encourage them to identify differences in the way the rhyming words are spelt, e.g. *hair/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 substitutions together.

Activity 5 Identify repetition

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

Goals

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

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

- Review *Be Extra-Ordinary*. Ask: Would you like to try-out for this film? Why? Why not?
- List some features of an advertisement. Some words or sentences are repeated. Some words are written in capital letters or bold for emphasis. Styles of speech such as alliteration are sometimes used. Some ads include free offers or prizes.
- Students identify the different sections in the advertisement and tell the purpose and features of them (questions, commands, exclamations).
- Students use Worksheet C to outline their conclusions.
- Tell students they will write an advertisement for a film. They write a short outline of the plot of their film. Guide them through the process and have them share their writing to get ideas from each other. Support students to complete the task.
- Discuss how advertisements are presented in newspapers and magazines. Identify the role of the text, including the title and the graphics.
- Compose a draft of an advertisement on the board or a large sheet of paper as students are writing. Demonstrate some steps for editing it to make it more persuasive.
- Students draft their own advertisement, remembering to use the features of questions, commands and repetitive sentences. Remind them about the power of persuasion and how we can persuade people to do things through advertising.
- Read the advertisement aloud with students, then ask: Does it sound persuasive? Does it make sense? Would it persuade you to see the film? What changes should we make? Model how to edit your advertisement to make it sound more persuasive.
- Have students apply the same editing process to edit their own drafts.
- 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.

Lights, Camera, Action

Worksheet A Identifying the sequence of events

Name: _____ Date: _____

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

Chapter	Event 1	Event 2
1		
2		
3		
4		
5		

Lights, Camera, Action

Worksheet B Developing fluency

Name: _____ Date: _____

Shade a box every time you practise reading this text.

--	--	--	--	--	--	--	--	--	--

Change of Plan

The next day, another flyer arrived in the letterbox. It said that the place of the tryouts for the film had changed. It would now be **held** on the Doughnut at noon.

"I got that flyer, too," Hari said when I **showed** him mine.
"Funny place to hold the tryouts."

"Do they know you can only get to the Doughnut by sea?" I said.

"They must know," said Hari.

"Maybe the movie people sent a **scout** out to the Doughnut. Maybe they're going to use the island in the movie!"

I was so **excited**.

All of the Team Turbo members had the new flyer. We got together on the beach. It was a calm day with no surf. We **wouldn't** need an adult. It was only a short paddle. We climbed into our kayaks – all **except** Maddy.

"No thanks!" Maddy said. "I don't want to be in the movies now."

"This is a huge **chance** for all of us," said Benji.

Maddy looked a bit sad when we left her on the beach.

We set off in a line for the Doughnut. We were so excited to get there that we forgot the number one **rule**. "Always let an adult know when you're going out on the water." Just in case the kayak tips up or **something**.

Maddy knew **where** we were going, though, so we hoped it would be okay.

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

Lights, Camera, Action

Worksheet C Reading and writing an advertisement

Name: _____ Date: _____

What is the purpose of the advertisement?

Find an example of a question.

Find an example of a command.

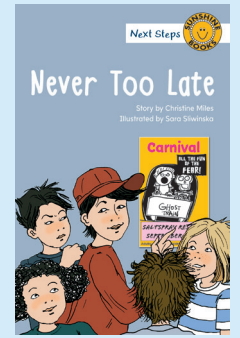
Find an exclamation.

Who is the advertisement written for?

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

Never Too Late

Hari was always late and that made Maddy mad. He was late to meet Team Turbo at the swimming hole. He was late to join the queue at the Carnival. But when he turned up late to meet Team Turbo at the Ghost Train, he had a good excuse and a cool surprise.



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 *Never Too Late*. Make predictions about the content. Record predictions on a chart headed “Never Too Late Predictions” and discuss how the title, cover illustration and blurb help readers to make predictions about a text.
- Introduce the reading strategy by discussing the way we think about a text by making predictions about and connections with the content.
- Have students make connections with the book by sharing their experiences of being late and identify other books they have read about being late or going to carnivals.
- Explain that making connections with a text helps readers to have a better understanding of what they read.
- 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.
- Allow time for students to share and compare Worksheet A.

Fluency focus

Read the *Carnival Poster* or *The Hurry Hari Rap* with students. Discuss how to use your voice when reading to an audience. Have students read *The Hurry Hari Rap*. They practise varying the pace of reading in response to the punctuation marks.

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 dictionary to identify the features as you discuss them. Conduct a guided experience that has students finding specific words, e.g. *business*, *exaggerate*, *evidence*, *carnival*. Model how the base word *magic* can be used to find associated words such as *magician* (also *crime/criminal*).

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. Identify any words on the list that are verbs ending in “s” rather than plurals. Remove them from the list. Read the plurals together, then make the singular form of each word by crossing off the “s”. Write the words *match*, *fox*, *bush* and *princess* 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", or "x". Make a rule about adding "s" or "es" to make plurals. Look at the words *thief* and *myself*. What are their plurals? (*thieves, ourselves*) Make a rule for words ending in f, e.g. leaf.

Activity 4 Long /i/ vowel sound

Work with the group to find words with the long /i/ vowel sound in the text, e.g. *I, smile, side, mind, 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. *smile, side* (i_e). Sort the words into groups according to their letter pattern. Then use dictionaries to add more words to each list. Create and record a rule about the long /i/ vowel sound in words. Include three letter patterns: i, i_e and y.

Activity 5 Silent letters

Write the words *late* and *time* 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. Repeat for more silent letters in words from the text: *ghost* (h), *listened* (t), *high* (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 for *Never Too Late*.
- 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. after reading "As I waited for the computer to pick up a network, I realised that there were two people whispering in the tent."
- Discuss the main events of Chapter 3.
- Sequence the events for Chapter 3.
- 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 *The Hurry Hari 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. *around/clown*.

Activity 4 Identify rhythm

Identify the way that syllables work to establish a rhythm, e.g. *hur-ry/Ha-ri*. Students brainstorm a list of other words with the same number of syllables. They read the verses with the substitutions.

Activity 5 Identifying 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 6 Publish a rap

Have each student produce their own rap about one aspect of carnivals or being late. 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, write and perform an advertisement

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, 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 *Carnival Poster* on pages 36–37. Introduce the term “alliteration” and demonstrate how it is used to brand products.
- Students read the questions on Worksheet C. Model how to find answers in the advertisement text. Talk about the power of persuasion and how we can persuade people to buy things through advertising.
- Have students design an advertisement to sell a computer. 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 using a device. 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.

Never Too Late

Worksheet A Identifying the sequence of events

Name: _____ Date: _____

List one event that happened in each chapter.

Chapter	Event
1	
2	
3	
4	
5	

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

Never Too Late

Worksheet B Developing fluency

Name: _____ Date: _____

Shade a box every time you practise reading this text. (pages 9–13)

--	--	--	--	--	--	--	--	--	--

There was a long line of people waiting to enter the Carnival when Team Turbo arrived. I was late.

“Sorry I’m late,” I said. “I looked up the **Carnival** on the web and they’ve got this online deal.”

I passed around three slips of paper.

“Buy one ticket, get another **person** in free.”

“Cool!” Stace **shouted**.

“I can get fairy floss,” Kylie said.

“I’ll have enough for an extra ride,” said Carlo.

“Oh, good,” Benji said. “I’ll be able to get an enormous ice cream.”

“Sometimes being late is good,” I said.

Maddy still didn’t **smile**. “Being late is never good,” she said. “Never!”

2 In the Queue

“Uh-oh...here comes **trouble**,” Carlo said. “Hey, look! There’s something **wrong** with Curly’s leg.”

Pumpkin was pushing Curly in a wheelchair. They went to the very front of the **queue** and showed a card. The ticket seller waved them through before everyone else.

“He got in for free!” said Carlo.

Stace was **amazed**. “Must be because of Curly’s leg,” she said.

“I wish I had a **broken** leg. Then I could get in free,” said Kylie.

“Don’t be silly, Kylie,” said Carlo. “You wouldn’t be able to go on **half** the rides if you did!”

Remember to vary the pace of your reading in response to the punctuation marks.
Try to learn to read the bold words automatically.

Never Too Late

Worksheet C Reading and writing an advertisement

Name: _____ Date: _____

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

Find an example of a factual statement.

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

Find an exclamation.

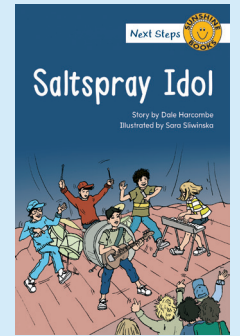
Find an example of alliteration.

Who do you think the advertisement is written for?

Find an example of a homophone used to make you feel excited or scared.

Saltspray Idol

Maddy decided that Team Turbo should form a group, enter the Saltspray Idol contest and become the next singing sensation. So they did. They practised, they raised money and they got to the final in Sydney.



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 the book by discussing the cover and reading the title.
- Define the word *idol* and invite students to make predictions about the book.
- Encourage students to share what they know about Idol competitions.
- Allow time for them to scan the book including the contents page to check their predictions and to share any other discoveries they make.
- 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

During reading

- Read the Chapter 1 heading. Ask: What does the word group suggest?
- Read the chapter 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 Hari think, "Who's going to sing?" Why did Maddy say, "Late again, Hari!"
- Read the Chapter 2 heading and invite students to make predictions about what will happen during the practice.
- Read the text to students, then talk about Maddy's role in the story so far. Then identify the significant events and the main idea of the chapter.

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

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 *Maddy Comes Clean* or *Idol Rap* to students. Discuss how the reader uses their voice when reading to an audience. Have students read along with *Maddy Comes Clean*. They practise recognising and reading keywords with confidence.

Vocabulary and spelling activities

Goals

To develop understanding about:

- suffixes -ion, -tion, -ation
- nouns
- prefix dis-
- plural for words ending in y
- words with multiple meanings

Activity 1 Suffixes -ion, -tion, -ation

Write and read the word *suggestion* and identify the base word *suggest*. Repeat the process for other words ending in -ion, -tion, or -ation, e.g. *audition*, *donation*. Discuss the base for each of them. Introduce the term “suffix” and underline -ion in the words. Explain the meaning of the suffix -ion, -tion, or -ation – the act or result of doing something. Brainstorm a list of other words with the -ion, -tion, or -ation suffix.

Activity 2 Nouns

Ask: What is a noun? Brainstorm nouns they know and list them on a board. Explain that sometimes the noun and verb of the same base word are spelt differently but they sound the same, e.g. *practice* (noun), *practise* (verb). Students find the words in the text. Some words are spelt the same and sound the same, e.g. *drum*, *beat*. Some examples aren't spelt the same, e.g. *donation/ donate*, *perform/ performance*, *suggest/ suggestion*.

Activity 3 Prefix dis-

Write the word *disappointed* and discuss its meaning. Underline the prefix *dis-* 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 *dis-*, e.g. *disappear*, *dislike*. They record the list and create a rule about the prefix *dis-*.

Activity 4 Plural for words ending in y

Record the word *ferry* on the board and read it with students. Review the meaning of the word plural and invite students to write the plural of *ferry*. Repeat the process for other nouns ending in y, e.g. memory, tummy. Have students create a rule for forming plurals for nouns with a consonant y ending. Record the rule on a chart along with some sample words and display the chart in a prominent place.

Activity 5 Words with multiple meanings

Write the word *raise* and ask students to explain the meaning. Look at page 16 and read the word *raise* in context. What does *raise* mean here? (The children need to raise money to pay for their trip.) Explain that *raise* has more than one meaning. What other meanings can *raise* have? (an increase in salary; lift something to a higher level; make bread dough increase in size) Students look for more words with multiple meanings in the text and discuss, e.g. *cool, can, beat, trip*. Brainstorm and make a list of words students know with multiple meanings. Write the meanings beside the words.

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 students develop understanding. Ask: Why is Hari not so keen to do the auction?
- Choral read Chapter 3 together.
- Read Chapter 4 to students then ask: Why did Hari get interested in the auction after all?
- Choral read Chapter 4 together. Discuss the significant events 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 the rap with students. Invite volunteers to 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.

Activity 5 Publish a rap

Have each student produce their own rap about one aspect of performing. They use a computer and add graphics to their rap. Students jointly publish their raps as one book along with other details about performing. 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 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 other readers, reading along with others and 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. *chipmunks*, *instrument*, *guitar*, *session*, *garage*.
- 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.

Write an email

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: Has anyone sent an email? What do you know about emails? Tell students about email etiquette which includes a clear 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 about.
- Allow time for students to read *Maddy Comes Clean*. Reread Maddy'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 email.
- Reread Maddy's email and say: We could use this format to help us compose and send an email.
- Identify the different features at the top of an email and highlight the purpose of the subject section.
- Model how to compose and send the email. Match students with an email partner and review school requirements for sending email.
- Invite students to suggest an attachment that Maddy could have sent to her friend, e.g. a newspaper report, photograph or scanned drawing. Review how to scan and save a drawing as an attachment to an email.
- Remind students to keep their emails brief; to sound out words when writing; to use spelling and grammar checks.

Saltspray Idol

Worksheet A Identifying the main idea

Name: _____ Date: _____

Record the main idea for each chapter.

Chapter	Main idea
1	
2	
3	
4	
5	

Saltspray Idol

Worksheet B Reading and writing an email

Name: _____ Date: _____

Add to Maddy's email.

Paragraph 1

Paragraph 2

Paragraph 3

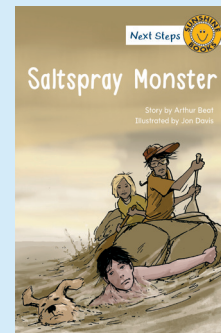
Paragraph 4

Paragraph 5

Compose and send an email and add an attachment.

Saltspray Monster

When Pumpkin and Curly scared Kylie with their stories about monsters, Maddy had a brilliant plan to get back at them. The first part of the plan was to challenge Pumpkin to a race against Carlo. The second part was to build a monster.



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 Monster* 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 and talk 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, *ramp*, *glowing*, *drummer*.

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 Monster*. Encourage students to justify their choice using evidence or keywords 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. *we'll* = *we* + *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.

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. 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 (*you, human, rescue, through*). Have students record the groups of words, then choral read them.

Activity 3 br- letter blend

Write the word *brilliant* 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. *bridge, bragged, branches*. 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 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 things. Model the process of forming comparatives and superlatives for other words that have er and est added, e.g. *fast, deep, high, cool, low*. Tell students that when 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 *tasty* and *large*.

Activity 5 Syllables

Record these words from the text, *week, swimming, Wednesday, monster, console, definitely* and *rescue*. 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 *A Very Muddy 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, e.g. *splash*, *dash*. 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 *A Very Muddy 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 monsters or having a race. They use a device and add graphics to their rap and jointly publish their raps as one book along with other details about monsters or having a race.

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 monster? Who did you think would win the race? Did the story end the way you expected it to?

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. 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 *Marker Buoys*. Ask: What did you already know about marker buoys? 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 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 a list of headings and possible subheadings for each section of *Marker Buoys*. Read the list together.
- Allow time for students to add their heading and subheadings to their report.
- Remind them to include acknowledgments by adding Maddy’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 element.
- Allow time for students to complete the task.
- Listen to students read their reports, noting how they vary the pace to build suspense.

Saltspray Monster

Worksheet A Identifying the sequence of events

Name: _____ Date: _____

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

Chapter	First event	Second event
1		
2		
3		
4		
5		

Draw your favourite part of the story.

Marker Buoys

by Maddy Chan

Marker buoys are used to warn boaties about danger and to show them where it is safe to go.

There are lots of different colours and shapes. Most marker buoys have flashing lights on them so that they can be seen at night. Some markers float but are anchored to the seabed. Others are built on piles of rocks that stick out above the water.

Here are some of them.

A green, cone-shaped marker shows the right-hand side (starboard) of a channel.

A red, can-shaped marker shows the left-hand side (port) of a channel.

Channels are where the deepest water is. Boats are not likely to hit sand or rocks in the marked channels.

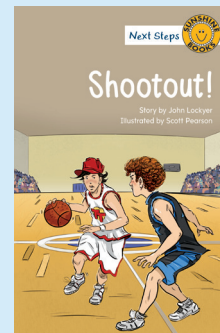
A yellow and black marker shows where there is deep water close to dangerous areas like rocks. The black stripes show boaties which direction to go in to avoid the danger.

A red and black marker shows rocks or shallow sand bars.

A yellow marker shows special areas to be careful of like underwater pipes, or places where boaties shouldn't put down an anchor.

Shootout!

Team Turbo are up against Pumpkin's All Stars in the mini-league basketball final when Hari hurts his finger. When it comes down to a shootout, there is only one spare player they can use – Kylie Maserati.



Reading strategy

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

- Instructional text

Day 1: Before reading

- Introduce *Shootout!* Have students predict on sticky notes what will happen in the story, then share their predictions.
- Ask: What makes you think that? Help students to justify their predictions.
- Say: Sometimes authors weave messages into stories to make us think about ourselves. Name some well-known stories and discuss messages in the texts.
- Explain that we understand stories much better when we think about the messages and what is implied in the writing. This means that sometimes we have to read between the lines, which means getting to the less obvious meanings and understanding the text at a new level.

During reading

- Introduce the 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 the words that are coming up; 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 a basketball game that ends in a shootout, 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 the first three pages of Chapter 1. Stop after reading, “Are we playing or not?” Ask: What does Pumpkin mean when he says this?
- Read on to, “He said that all we needed to do was dribble and pass the ball” on page 8. Ask: What does Hari mean when he thinks 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 1–2 to Worksheet A.

Fluency focus

Read *Rules for a Shootout* or *Hot-shot Rap* with students. Discuss how they should use their voices when reading to an audience. They read along with Hot-shot Rap, practising reading with emphasis when they see an exclamation mark.

Vocabulary and spelling activities

Goals

To develop understanding about:

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

Activity 1 The 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, sighed, right. Add other words with silent gh to the list, e.g. eight, might, bought, fought. Have students copy the list. Write the word *tough*. Sound it out and discuss the use of gh in the word. (Makes an /f/ sound.) Add other words with gh that makes an /f/ sound.

Activity 2 wh- digraph

Write the following on the board *why, whatever, whisper, whistle, 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, everywhere, what, where, which, whispered*. Have students record the words.

Activity 3 Long /o/ vowel sound

Brainstorm a list of words with the long /o/ vowel sound, e.g. *Carlo, Turbo, Oh, over, going, okay, no, throw, poked*. 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. toe (vowel and silent e), initial letter or end of word.

Have students create a chart with lists of long /o/ vowel sound words according to the letter pattern. Head the columns with the words – soap, crow, toe, oh, no. 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 *be* and *bee* and have students explain the difference. Ask them to use each word in a sentence to show understanding. Repeat the process for *flower* and *flour*.

Introduce and define the term “homophone”. Ask students to list five other homophones they know, e.g. *to/two, blew/blue, no/know, there/their, eyell, fir/fur, blue/blew, flea/flee*.

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 basketball keywords and record them on a chart in alphabetical order, e.g. *dribble, hoop, pass, shootout*. Guide students in the use of a dictionary to find definitions. Have them add definitions to their chart. Have 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 3–4.
- Stop on page 19 at *double-ups*. Why was Maddy asking what Pumpkin meant by this?
- 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 3–4 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 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 ends of the 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, e.g. girl, twirl. 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 lines/words 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.

Activity 6 Publish a rap

Have each student produce their own rap about playing a game or shooting a goal. They use a device and add graphics to their rap. Students jointly publish their raps as one book along with other details about playing a game or shooting a goal. Identify the cover features of books that are made up of collections of stories, e.g. a fairytale book. Students include all of these features in their publication of raps.

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 list of 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, asking students to note difficult words and where they would reread from.
- 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 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: What do you know about instructional texts? Discuss responses.
- Allow time for students to read *Rules for a Shootout*. Talk to students about how rules are written. Model how to begin writing rules using Worksheet B.
- Students choose a 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 rules clearer.
- Have students complete the task by editing the rules.
- Listen to students read their rules, noting how they vary the pace of reading to suit the content.

Shootout!

Worksheet A Making inferences

Name: _____ Date: _____

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

Chapter 1, page 7: Why did Pumpkin shout, "Are we playing or not"?

Chapter 2, page 12: What did Hari mean by, "Time was running out"?

Chapter 3, page 17: What did Stace mean when she said, "All Pumpkin grabbed was air"?

Chapter 3, page 22: What did Carlo mean when he said, "His head is big enough already"?

Chapter 4, page 26: What did Pumpkin mean when he said, "Where's your ladder"?

Chapter 5, page 33: Why do you think Kylie whispered, "I scored a point. We won!"?

Write your favourite message and draw a picture to go with it.

Shootout!

Worksheet B **Reading and writing rules**

Name: _____ **Date:** _____

Worksheet B **Reading and writing rules**

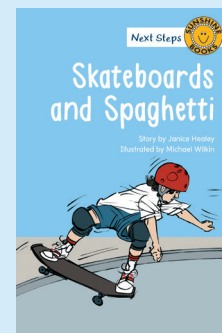
Name: _____ **Date:** _____

Choose your game and write headings on the ruled lines below. Complete the equipment list. Write the rules. Edit your rules.

[illegible]

Skateboards and Spaghetti

After doing tricks on his skateboard, Carlo has lunch with his Nonna. She makes the best spaghetti sauce. But when Doris eats Pumpkin's lunch, Carlo has to invite Pumpkin and Curly to Nonna's for lunch, too. He feels weird introducing them to her as his friends.



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 the book. Allow students to 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's character? 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 *Skateboards and Spaghetti*. Encourage students to justify their choice using evidence or keywords from the text.
- Students scan Chapter 2 heading and illustrations and predict how Carlo will do in the competition. Encourage them to justify their opinions.
- Read Chapters 1 and 2 to students, then choral read them together.
- Jointly describe Carlo's attitude to Pumpkin in Chapter 1, e.g. "*he thinks he's being smart*" or "*have been mad at us*".
- Reread the chapter 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 Pumpkin lost interest in skateboarding? Why was Benji suddenly hungry, too?

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 *How to Ollie* or *I Can Talk Skateboard!* with students. Discuss how they should use their voices when reading to an audience. They read along with *I Can Talk Skateboard!*, practising reading with emphasis when they see an exclamation mark.

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 – *burger, burglar, Curly*. 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. *Turbo, turned, hurt*. 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 – “*ate the concrete*” (page 10). Invite students to find and list other examples such as “*Tuck in*” (page 33). 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. *we, us, I, him*. Discuss what *we* means on page 33. 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 skateboarding and has been developed by the skateboarders themselves. Invite students to look at the glossary. It will help with the meaning of some of these words. Ask: What’s a hand plant? Is it a plant that grows on hands? Discuss how familiar vocabulary can be used in an activity like skateboarding 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 *trick* and *try*. Have students brainstorm other words beginning with tr-, e.g. *travel, trouble, true*. Students record and learn to spell five of the 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 chapter headings 2 and 3, then record a prediction about Carlo on sticky notes.

During reading

- Read Chapter 3 to students, then choral read it together.
- Repeat the process for Chapter 4 after orally predicting what will happen about lunch. Ask: Why did Carlo want Kylie to be quiet? Why did Carlo think, “Nice timing, Stace.”?

After reading

- Explain expectations for Chapters 3–4 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. Invite volunteers to read the rap independently. Review how to read a sentence with an exclamation mark.

Activity 2 Identify rhyme

Identify the rhyming words in the first verse. (*roll, bowl*) Establish that some of the rhyming words are not spelt with the same letter pattern, e.g. *tool/you, grab/cab*. Brainstorm other rhyming words that could have been used. Group the words according to their letter patterns.

Activity 3 Alliteration

Read the rap together and discuss the use of alliteration (same initial sound in the word) in these words – *tick tack tail tap*. Students suggest words with alliteration to describe skateboarding, e.g. *fabulous fakie, awesome air*. They create a verse using alliteration.

Activity 4 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.

Activity 5 Make a readers' theatre script

Have students work in groups of three. They decide which line each one will read individually and which lines/words they will read together. Have each student use a highlighting pen of a different colour to shade his/her parts of the script so it is easy to remember what and when he/she needs to read. Have students perform their scripts for the class.

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 Pumpkin responded when Doris took his burger.
- Ask: Why did Carlo feel weird about Pumpkin and Curly being referred to as “*your friends*”? Why did Carlo mutter “*Everything back to normal*” after lunch?
- 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 the task.

Describe a skateboard trick

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

Skateboard tricks have directions to tell you how to do them. They are an instructional text, written in a sequence of steps. The steps can be numbered or lettered. By following agreed steps, everyone can learn how to nollie. Diagrams and labels are useful to help the skateboarder.

- Ask: What do you know about instructional texts? Discuss responses.
- Allow time for students to read *How to Ollie*. Talk to them about how directions are written. Model how to begin writing the directions using Worksheet B.
- Refer to the glossary for a description of a nollie. Students brainstorm a list of alternative headings for directions on how to nollie. Listen for keywords and phrases when they share their ideas.
- Have students write and share their headings.
- Students prepare to write the steps for the nollie. 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.

Skateboards and Spaghetti

Worksheet A Analysing characters

Name: _____ Date: _____

Record information about Carlo.

Chapter	Action	Dialogue and thoughts	Feelings
Chapter 1 Doing Tricks			
Chapter 2 The Competition			
Chapter 3 Pumpkin Bails			
Chapter 4 Time for Lunch			
Chapter 5 Nonna's Spaghetti			

Skateboards and Spaghetti

Worksheet B Reading and writing an instructional text

Name: _____ Date: _____

Write directions for how to do a skateboard trick.

Heading

Prepare the steps

Directions

Step 1

Step 2

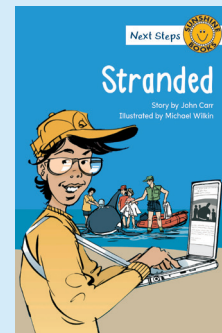
Step 3

Step 4

Step 5

Stranded

This is the story of how Team Turbo helped to save a stranded killer whale. It all started when Maddy challenged Pumpkin to a fishing competition and Maddy doesn't even like to fish. Slippery, slimy fish freak her out!



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 Stranded by discussing the cover and reading the title together.
- Encourage students to share what they know about fishing. Record their comments on a chart headed "What we know about fishing".
- 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 the text to students, then choral read it together. Add to the chart any new information about fishing.
- 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 that will help students make connections with the text and reflect on what happened and the relationships between the characters. Ask: Was Maddy involved with the conversation Benji and Carlo were having? What was her reaction to the fishing boat?

- Talk about Maddy's role in the story so far, then identify the significant events and the main idea of the chapter.
- 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

- Read 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 *Saltspray Splash* or *Hari's Rap* to students. Discuss how the reader needs to use their voice when reading to an audience. Have students read *Saltspray Splash*. They practise adjusting the pace, volume and expression to suit the reading situation.

Vocabulary and spelling activities

Goals

To develop understanding about:

- letters ph sounding like /f/
- prefixes un-, in-, a-
- syllables
- short /e/ vowel sound
- sl- letter blend

Activity 1 Letters ph sounding like /f/

Write and spell the word *photo* together. Identify the sound of the letter pattern ph. Invite students to brainstorm other words with the ph letter pattern, e.g. phone and trophy. They create a rule for the sound and letter pattern ph then record the list of words.

Activity 2 Prefixes un-, in-, a-

Write the following words on the board, *unhooked*, *unrolled*. Identify the common element un- and discuss its meaning in each word by breaking the words into smaller parts, e.g. un + hooked = unhooked. (un- makes the opposite, meaning not) Review the term prefix and brainstorm a list of words beginning with the prefix un-. Have students copy the list. Repeat for the prefix in-, meaning not, e.g. inactive, incorrect and the prefix a-, meaning in the state of, e.g. afloat, asleep.

Activity 3 Syllables

Define the term syllable and model how to break written words into syllables using one- (*dog*), two- (*shallow*), three- (*forgotten*) and four-syllable (*expeditions*) 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 list them in the correct grouping.

Activity 4 Short /e/ vowel sound

Record the words *help* and *edge* 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. *end*, *checking*, *head*, *get*. Make two lists of short /e/ vowel sound words according to whether the e is at the beginning or in the middle of the word. Students record the lists and read them.

Activity 5 sl- letter blend

Write the word *sling* on the board and ask: What sound do you hear at the beginning of the word? Identify the letters that represent the /sl/ sound, then find other words in the text with the same letter blend, e.g. *slapped*, *slowly*. Students copy the list of words and underline the letter pattern that makes the /sl/ sound. Have students brainstorm more /sl/ 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 fishing” chart. Ask students to predict the missing words as they read the statements aloud.
- Record their predictions and tell them they were able to make good predictions because they were listening to themselves and drawing on their prior knowledge of fishing as they read.
- Allow time for students to share their revised predictions, then read the Chapter 3 heading together, listening to themselves as they read.
- Have students share related personal experiences; their connections with the text so far.

During reading

- Read Chapter 3 to students, then choral read it together. Stop at appropriate places to discuss the area where the children are walking.
- Repeat the process for Chapter 4. Discuss the chapter title and the play on words. At the end of the chapter invite students to add information to the “What we know about fishing” chart.

After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A and encourage students to draw on prior knowledge and personal 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 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 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 fishing or stranded whales. They use a computer and add graphics to their rap. Students jointly publish their raps as one book along with other details about fishing or stranded whales. 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 their predictions with a partner; making final additions or changes to their predictions after reading the two chapter titles.
- 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 name of Pumpkin's uncle's boat.
- Invite students to identify unfamiliar words in the text, e.g. *inflatable*, *pontoons*.

After reading

- Discuss expectations for Chapter 5 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

Newspaper reports tell us about a real event or community news. They include information about the “what, where, when, who, how, why” details. The text is 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 *Saltspray Splash* and identify the purpose of each paragraph.
- Model how to get started by brainstorming a list of possible headlines for this newspaper report, then involve students in jointly constructing an opening sentence for two of the suggested headlines.
- Read the quotes included in *Saltspray Splash* and work backwards to identify some of the questions that may have been asked of Tony, the vet, Jan, the whale expert, and Maddy. Help students to begin work by modelling how to compose a question to ask a member of Team Turbo involved in the adventure. 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 diagram of the cliff path. 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 whales and discuss how they 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, questions and answers and add another quote to a newspaper report.

Stranded

Worksheet A Identifying the author's purpose

Name: _____ Date: _____

Make connections with the text.

Chapter 1, The Challenge List three things you know about fishing.	Chapter 2, Gannet Point List two things Team Turbo might have taken with them.
Chapter 3, Caxton's Crevice Give a possible reason why this place was called Caxton's Crevice.	Chapter 4, Saving the Whale How would you help a stranded whale?
Chapter 5, The Weigh-in How do you think Pumpkin felt when he saw the newspaper front page?	

Stranded

Worksheet B Reading and writing a newspaper report

Name: _____ Date: _____

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

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

Name of person being interviewed:

Question 1:

Answer:

Question 2:

Answer:

Question 3:

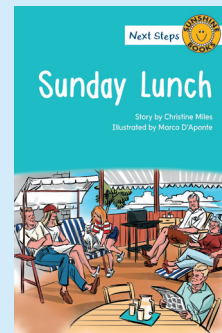
Answer:

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

Make a map of the area where the whale stranded.

Sunday Lunch

Stace has to have lunch with her family on Sunday. She would rather be out having fun with Team Turbo. However, this Sunday, there was a surprise. Uncle Pete's friend, Suzy, was there. Stace was sure that Suzy had a secret.



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 of complaint)

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 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 Benji? What was Stace thinking?
- When the whole chapter has been read, have students write the names of selected characters on Worksheet A (Analysing Characters). Model how to write a short phrase about these 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.
- Have students place Worksheet A in their portfolios for further use and assessment purposes.

Fluency focus

Model reading pages 10–11 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 *mate* and *skate* 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. *m/ate, sk/ate*. Add other words from the same word family, e.g. *late, hate, plate, state, gate, rate*. Add words that rhyme with *mate* to the list. Notice the different spelling patterns, e.g. *wait, bait, straight*. Reread the words together.

Activity 2 Abbreviations

Explain that abbreviations are short forms of words, e.g. TV is short for television. What is SMS short for? Check the SMS messages in the story. What do they mean (e.g. gr8 means great)? What about *C u l8er! B* (See you later! Benji). Continue with all the messages in the story saying what their full meaning is. Reread the messages together.

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: *wasn't* = *was* + *not*. 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 4 /c/ sound with c and ck

Identify two words with different /c/ sounds, e.g. *Stace* and *carry*. Add them to a words with /c/ sheet. Talk about the two different sounds – hard c (*carry*) and soft c (*Stace*). Find other examples to add to the sheet. Look for the /c/ in words with ck, e.g. *stuck*. Notice that it is a hard /c/ sound. Find more examples. 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. *lately*, *play*, *Stace*, *face*, *today*, *name*, *made*, *cake*, *maybe*, *plate*, *mate*, *great*. 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), then 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 Suzy feel about all the questions? How did Grandma feel about the questions? How was Grandpa feeling about Suzy?*

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 *Grumpy Grandpa 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 first and second lines of the first two verses. Identify the words that rhyme and the words that don't in the third and fourth 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 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 a family lunch. They can add graphics to their rap. Have students jointly publish their raps as one book along with other details about family lunches. Identify the cover features of books that are made up of collections of stories, e.g. a fairytale book. Students include all of 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 about who they think the main characters are 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 *Official Complaint* on pages 36–37. Tell them that they are going to write a letter persuading a relative to provide their favourite food at lunch.
- Have 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 *Official Complaint* and discuss the persuasive tone of the writing, particularly in the opening paragraph. 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. They 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.
- Have students 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.

Sunday Lunch

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

Name _____	_____
Name _____	_____

Chapter 2

Name _____	_____
Name _____	_____

Chapter 3

Name _____	_____
Name _____	_____

Chapter 4

Name _____	_____
Name _____	_____

Chapter 5

Name _____	_____
Name _____	_____

Draw a picture of your favourite character. Add information about him/her.

Sunday Lunch

Worksheet B Reading and writing a persuasive letter

Name: _____ Date: _____

Gather your thoughts.

Part 1: Write your ideas.

Part 2: Write an opening statement.

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

Part 4: Add a concluding sentence.

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

The Biggest Catch

Kylie liked to think she was a fishing expert. She bet Pumpkin that she could beat him at fishing but Pumpkin caught the first fish and things weren't looking good for Kylie. Even Carlo wasn't having any luck. Then a seagull flew by.



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

- Recount (email)

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 fishing.
- Review the term “main character”. 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.
- 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 Carlo'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 *The Biggest Catch*. Encourage students to justify their choice using evidence or keywords from the text.
- Jointly describe Carlo's attitude using new and interesting words, e.g. "*in her telltale voice*".
- Reread the chapter with students, then ask: Do you think Carlo will feel like this throughout the story? Why or why not?
- Discuss the way Kylie speaks and highlight features by rereading excerpts together, e.g. "*I'll tell Mum*".
- Have students choral read Chapter 1 together.
- Students scan the Chapter 2 heading and illustrations and predict how Carlo will feel about skateboarding now that Pumpkin is there. Encourage them to justify their opinions.
- Read the text to students, then choral read it together. Discuss the change in Carlo's attitude.
- Allow time for students to refer to their sticky-note facts about Carlo.

After reading

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

Fluency focus

Read *Pumpkin's Email* or *Kylie's Rap* to students. Discuss how a reader uses their voice when reading to an audience. Have students read *Pumpkin's Email*. 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 re- and un-
- 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. *knows*, *knuckles*, *knife*. Record and read the words. Students find 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 *catch* and *flathead* 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. *practice*, *Superman*, *barramundi*, *flapping*, *dragging*, *grabbed*, *untangled*, *map*. 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 re- and un-

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

Activity 4 Sounding out words when writing

Discuss the importance of applying a range of spelling strategies when we write: 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 students can hear the individual sounds. Have 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 Carlo's eyes.
- Allow time for students to check the next two chapter headings, then record a prediction about Carlo 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 do you think Maddy was going to do? Do you think Kylie was going to be much help?
- Repeat the process for Chapter 4 after orally predicting who will win the competition. Ask: Do you think Pumpkin and Curly were being fair? Do you think Carlo is confident?

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 *Kylie's 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 – *barramundi/Sunday*. 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 Create a new rap

Students work together to write a new rap about catching a fish using the same rhyming pattern and rhythm.

Activity 5 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 it is easy to remember which lines they need to read. They perform their rap for the class.

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 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 the way Carlo responded when he caught the small herring. Ask: Why did Maddy say not to cut the line? Why were the words "*the biggest catch*" 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.

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: Has anyone sent an email? What do you know about emails? Tell students about email etiquette which includes a clear 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 about.
- Allow time for students to read Pumpkin's email. Introduce Worksheet B. Reread Pumpkin'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 email.
- Reread Pumpkin's email and say: We could use this format to help us compose and send an email.
- Identify the different features at the top of an email and highlight the purpose of the subject section.
- Model how to compose and send the email. Match students with an email partner and review school requirements for sending email.
- Remind students to keep their emails brief; to sound out words when writing; to use spelling and grammar checks.

The Biggest Catch

Worksheet A Analysing characters

Name: _____ Date: _____

Complete the boxes to analyse Carlo's behaviour.

Chapter	Action	Dialogue and thoughts	Feelings
Chapter 1 Telling Tales			
Chapter 2 Fishing Challenge			
Chapter 3 The Referee			
Chapter 4 The Flathead			
Chapter 5 The Biggest Catch			

The Biggest Catch

Worksheet B Reading and writing an email

Name: _____ Date: _____

Add to Pumpkin's email.

Paragraph 1

Paragraph 2

Paragraph 3

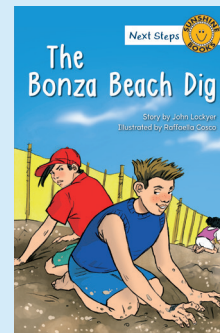
Paragraph 4

Paragraph 5

Compose and send an email.

The Bonza Beach Dig

T-shirts, movie tickets, book vouchers, boat rides to Gannet Point and The Doughnut, computer games, surfing lessons, fishing trips – these were prizes to be won at the Bonza Beach Dig. Team Turbo joined in the fun and caught a thief, too.



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

- Information narrative

Day 1: Before reading

- Introduce *The Bonza Beach Dig* 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 1 with students. Focus on the word pointed. We talked about the word pointed. If you didn't know what it meant, what word(s) on this page would give you a clue? (He pointed at his computer.) Model how the reader can skip over an unknown word, then reread and try the word again, checking to make sure. The illustration can help, too.
- Read page 2 to find the word fundraiser. Ask what clues students find in the paragraph that tells them what fundraiser might mean.
- Choral read Chapter 1 with students and allow them 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 the *Thank-you Speech* or *I Dig Rap* with students. Discuss how a reader uses his/her voice when reading to an audience. Have students read the *Thank-you Speech*. They practise reading with a loud, clear voice.

Vocabulary and spelling activities

Goals

To develop understanding about:

- adding -ing to verbs
- forming adverbs by adding -ly to the base word
- the scr- three-letter blend
- the ou/ow vowel sound
- compound words

Activity 1 Adding -ing to verbs

Find verbs (action words) ending with -ing in the text and record them on a sheet with the heading “-ing verbs”. Orally put them in sentences to model their tense, e.g. I am playing. Explain that we use this tense in speech and writing when the action is ongoing. Have students think of other examples, e.g. *going*. They identify the base word in each verb and note if it has been changed before the -ing is added, e.g. doubling the last letter as in *swimming*, dropping the e as in *taking*. Have students copy the list and underline the -ing. Jointly construct rules about adding -ing to verbs. Classify the list according to the rules.

Activity 2 Forming adverbs by adding -ly to the base words

Find the following adverbs in the text and the Thank-you Speech and read the sentences in which they are written – *suddenly*, *weirdly*, *especially*. Model how -ly is added to the base word to form an adverb. Explain that an adverb adds information to a verb, e.g. *runs quickly*. Allow students to add further examples to the list. Model how adding an adverb to a sentence gives it more meaning.

Activity 3 The scr- three-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, then 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 The ou/ow vowel sound

Record the following words on the board – *found, pounced, now, cow, towel*. Ask: What sound can you hear in each word? What letter(s) represent the sound in each word? Underline and identify the letter patterns that make the ou/ow vowel sound. Ask students to record the words and find another word with the matching letter pattern, e.g. *found/pound, cow/how*. Make class lists of words with the ou/ow vowel sound and display them. All words must have the same vowel sound as *cow* or *found*. Other words have the same pattern of ou or ow but they sound different, e.g. *though, low*.

Activity 5 Compound words

Ask students to define the term “compound words”, then model how two words have been joined together without a hyphen to make one word, e.g. *dough + nut = doughnut*. Ask students to find five compound words in the book and share what two words make up each. They list their words in alphabetical order, e.g. *afternoon, lifeguard, noticeboard, sandcastle, sunblock*. Jointly construct and record an alphabetised list of all their compound words. Have students record the list.

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. *lifeguards* (page 17). Have students look for clues for the word. Do the same for *loudspeaker* (page 18).
- 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 that most 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 Bonza Beach Dig 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.

Write an information narrative

Goals

- To read and write an information narrative about an exciting experience
- To identify and talk about an information narrative text

An information narrative describes an experience in the writer's life. It is always in the first person. The title of the narrative 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.

- Ask: What do you know about information narratives? Discuss responses. Have students read the *Thank-you Speech*, then return to the group. Have students talk about the *Thank-you 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 situation that was exciting or perhaps a bit frightening.
- They include what, when, how and who information. They write at least four paragraphs and give their narrative a heading.
- Students write their narrative on a device or paper.
- Once the narratives are completed, identify the features of a collection of stories, e.g. fairy tales. Assign a responsibility to each student – working on the front cover, back cover, title page, contents page and writing a blurb.
- Have students work co-operatively to bind their narratives and publish a group collection.
- Talk to students about how we read information narratives and the purpose of the features.
- To conclude the study, listen to students read their information narratives. Listen for keywords and phrases when they are sharing.

The Bonza Beach Dig

Worksheet A Identifying the Main Idea

Name: _____ Date: _____

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

Chapter 1	Chapter 2
Chapter 3	Chapter 4
Chapter 5	

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

The Bonza Beach Dig

Worksheet B Writing an information narrative

Name: _____ Date: _____

Analyse the "Thank-you Speech" information narrative. When did the experience happen?

List the people who Jake thanks.

Find three different sentence beginnings.

Find four verbs (action words).

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

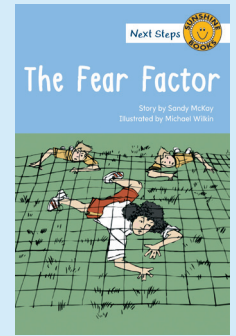
Read the concluding sentence and write a different one below.

What were the three main things that the thank-you speech told us?

Write your information narrative on paper or a device.

The Fear Factor

The Saltspray Funday had a Fear Factor competition. Stace had entered all of Team Turbo, even Kylie. Maddy wasn't sure that she wanted to enter but she was the one who faced the fear that no one else would.



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 the book by reading and discussing the title. Students discuss what they think is happening in the cover illustration.
- Define the word *fear* and have students make predictions about what the children might be afraid of. Allow time for them to scan the book including the contents page to check their predictions and to share any other discoveries they make.
- 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:
 - 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
- Involve students in practising the strategy by having them apply the skills as they reread the title and blurb with a partner.
- Ask: Were you confident as you read? What made you confident?

During reading

- Read the Chapter 1 heading and discuss the use of the word *competition*. Ask: What does the word suggest? Students use their own experience of competitions to make predictions.
- Read the chapter 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 don't they tell you what you have to do in the competition?

- 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 happened and the relationships between characters, e.g. On page 9, why did Maddy say, "*I think I'll just be the support person.*"?
- Talk about Stace's role in the story so far. Then identify the significant events and the main idea of the chapter.
- Have students check their original 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 challenged by.
- Repeat the process for Chapter 2. Ask: Why might it be important that Mrs Patterson is the organiser?

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 the significant events.
- Students write the main ideas for Chapters 1 and 2.

Fluency focus

Read *Funday Talent Star* or the *I'm Not Scared 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
- sc letter blend
- short /i/ vowel sound
- reading and spelling difficult words
- ch- digraph

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 we use two or more words with the same initial sound(s) in them, or the same beginning letters, e.g. *Fear Factor*. Ask students to find instances of alliteration in *Funday Talent Star* on pages 36–37. 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, Hurricane Hari. They share these.

Activity 2 sc letter blend

Write the word *scary* on the board and ask: What sound do you hear at the beginning of the word? Identify the letters that represent the /sc/ sound, then brainstorm a list of other words with the same sound/letter blend, e.g. *scuttle*, *score*. Students copy the list of words and underline the letter pattern that makes the /sc/ 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*, *chickened*. Brainstorm a list of other words students know with the short /i/ vowel sound (*give*, *drink*, *dig*). Record the words on the board then read them together.

Activity 4 Reading and spelling difficult words

Involve students in listing the bold words on Worksheet B in alphabetical order. Have them underline part(s) of the words that are difficult to remember when spelling. Allow time for them to practise reading, spelling and sounding out the words. Model a range of strategies for remembering how to spell difficult words, e.g. *competition*, *fork*, *piece*. Review any difficult letter patterns or spelling rules, then provide time for them to study and learn to spell the words.

Activity 5 ch- digraph

Write the following words on the board, *chicken*, *challenge*, *chunk*, *chair*, *chewing*, *cheered*. 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. *children*, *china*, *chocolate*, *chapter*. Have students record the words and read 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. 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 the *I'm Not Scared Rap* 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 write another version, changing Kylie's name for another and writing a rhyme in the second line in the first and last verses.

Activity 4 Make a readers' theatre script

Have students work in pairs and decide which lines they will each 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 and when 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 Fear Factor 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 to help predictions (title, chapter heading, sentences and keywords).
- Have students make predictions about how the story might end and to 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 to identify the main idea of the chapters.
- Choral read Chapter 5 with students.

After reading

- Allow students to complete main idea statements for Chapter 5 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 interesting people. They are published so people can get to know the person and share their experiences. The interviewer researches the person 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 *Funday Talent Star* 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 C 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 question "Have you ever sung in front of a large crowd before?" 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 C, conducting an interview with Maddy. 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.

The Fear Factor

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...

The Fear Factor

Worksheet B Developing fluency

Name: _____ Date: _____

Shade a box every time you practise reading this text. (pages 13–17)

--	--	--	--	--	--	--	--	--	--

The Fear Factor **competition** started at 11 **o'clock**. Benji got there first. He raced over when the rest of us **arrived**.

“Guess what?” he said.

“What?”

“Pumpkin’s team is the only other one in the competition.”

“Really?”

“And **guess** what else?”

“What?”

“Pumpkin’s mum is the organiser.”

Stace looked at me. “If you want to chicken out, Maddy, do it now.”

“I don’t,” I said, trying to sound strong.

Mrs Patterson handed everyone a list. There were six challenges.

“Most of the challenges involve one or two participants,” Mrs Patterson said.

“Everyone in the team must take part in at **least** one challenge.”

There were **only** four people in Pumpkin’s Team – Pumpkin, Curly Topp, and Pumpkin’s twin brothers, Brayden and Bruce.

“I’ll go first,” said Hari.

Mrs Patterson brought out two trays with a brown stew on them.

“Liver and onions,” she said.

Mrs Patterson gave Pumpkin and Hari a **fork**.

“Get set, go!” she said.

Pumpkin took a chunk of liver. Hari did the same. Pumpkin ate his up. Hari chewed slowly. He looked like he was going to be sick.

Pumpkin took **another** bite. Hari groaned. Pumpkin took another bite and another and another. Then he started on the onions. Hari was still chewing the same **piece** of liver.

I **raced** over to give Hari a glass of water. “Hurry, Hari, hurry!” I said.

Remember to vary the pace of your reading in response to the punctuation marks.
Try to learn to read the bold words automatically.

The Fear Factor

Worksheet C Reading and writing an interview

Name: _____ Date: _____

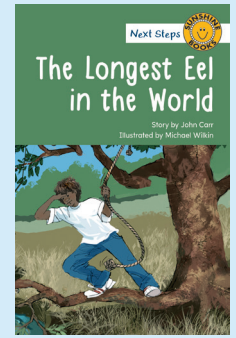
Make a list of statements and questions to use in an interview with Maddy.

Interviewer	Opening statement
Maddy	Response
Interviewer	Question about the competition
Maddy	Answer
Interviewer	Question about the competition
Maddy	Answer
Interviewer	Question about the competition
Maddy	Answer

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

The Longest Eel in the World

Benji had seen a gigantic eel. He wanted Team Turbo to help him catch it. Hari helped by searching the web for ways to catch eels without using a hook. Did Team Turbo catch the eel or did it slip away?



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 eels and related experiences. Record their comments on a chart headed "What we know about eels".
- Read and discuss the blurb, then engage students in predicting the story. Have students 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 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.
- 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. Predict what kind of net is referred to. Is it a fishing net or the internet?
- Read the text to students, then choral read it together. Add to the chart any new information learned about eels. Confirm or negate predictions.
- 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: Why did Stace say "*The eel's name gets longer every time.*"? Why is she teasing Benji?

- 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. “*Two seconds later it was worse – much worse*”.
- Review the term *figurative language* and discuss examples from the text, e.g. *pirate captain*.

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 *Longfin Eels* or *Big Eel’s Rap* to students. Discuss how they should use their voices when reading to an audience. Have students read along with *Longfin Eels*. 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:

- similes
- hyphenated words
- long /e/ vowel sound
- alliteration
- sound words

Activity 1 Similes

Record the following phrase from the text – *like a pirate captain*. Find the phrase on page 12, then reread it together in context. Discuss the purpose of the phrase 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 fast as lightning,” and add them to the list. Students compose a list of five similes.

Activity 2 Hyphenated words

Record the word *high-five* on the board. Find the word on page 17 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-out, over-the-counter, part-time, up-to-date. Students record the list.

Activity 3 Long /e/ vowel sound

Record and read together the words *eel* and *beach*. Identify the sound that is common to both words. Underline the letter(s) that represent the long /e/ vowel sound in both words. Have students work with a partner to find other words with the long /e/ vowel sound in a chapter of the text, e.g. *teeth*, *money*, *we*, *metre* (Chapter 1). They classify the words into groups according to the letter patterns that represent the long /e/ vowel sound in the words. 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 name *Team Turbo* to model and explain alliteration which is the use of the same letter(s) to begin two words. Have students scan the contents page for examples of alliteration. (*New Name*, *Pumpkin's Patch*) Involve students in the creation of phrases that have alliteration, e.g. slippery slope, red runners. Students record their own definition of alliteration and add examples.

Activity 5 Sound words

Review the meaning of onomatopoeia using a word from the text, e.g. *Squishy*, *squashy*. Discuss the purpose in the text, then invite students to recall other examples of sound words in the text, *mushy*, *squash*, *slithered*. Discuss how these words improve the story for the reader. Compile a class list of onomatopoeic words, including words recalled from past reading.

Day 2: Before reading

- Review the reading strategy by covering keywords in the statements on the "What we know about eels" chart. Ask students to predict the missing words as they read the statements aloud.
- Record students' predictions and tell them they were able to make good predictions because they were listening to themselves and drawing on their prior knowledge of eels 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 Carlo and Pumpkin. Interpret the figurative language, e.g. "*I think it's time Team Turbo pulled its tights up.*"
- Repeat the process for Chapter 4. At the end of the chapter invite students to add information to the "What we know about eels" chart.
- Notice the use of repeating vowels for emphasis, e.g. *huuuge* on pages 14 and 23. Ask: What effect does this have?

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 the rap with students. Invite volunteers to 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 in each verse. Students note the different letter patterns for words that rhyme, e.g. *whale/tail*. They 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, 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

Have each student produce their own rap about one aspect of eeling or fishing. They use a computer and add graphics to their rap. Students jointly publish their raps as one book along with other details about eeling or fishing. 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 discussing how listening when reading helps readers stop and self-correct when the text doesn't sound right or make sense.
- 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. Ask: Why is the title for Chapter 5 "*A Tights Situation*" and not "*A Tight Situation*"?

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 and allow time for them to confirm or negate their predictions.
- Identify and interpret figurative language. Ask: Why did Benji come up with a new name for the eel? Do you think it was a better name?
- Choral read Chapter 5 together. Discuss the ending and 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 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 *Longfin Eels*. Ask: What did you already know about eels? 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 and conclusion.
- Allow time for students to reread the report, copy Worksheet B and cut it 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 a list of headings and possible subheadings for each section of *Longfin Eels*. Read the list together.
- Allow time for students to add their heading and subheadings to their report.
- Remind them to include acknowledgments by adding Benji's name as the author of the report and their name as the designer and publisher. Allow time for students to complete the task.
- Listen to students read their reports, noting how they use intonation to convey the author's message.

The Longest Eel in the World

Worksheet A Identifying figurative language

Name: _____ Date: _____

Read between the lines to understand what the following quotes mean.

Chapter 2, Longer than a conger eel

What did Maddy really mean when she said, "It could be worse you know."

Chapter 2, Longer than a conger eel

What did Carlo really mean when he said, "At least half a metre longer than it was yesterday."

Chapter 3, Pumpkin's Patch

What did Pumpkin really mean when he said, "Well, look at this, Curly!"

Chapter 4, A Slippery Situation

What did Benji really mean when he yelled, "Heave ho, me hearties!"

Chapter 5, A Tights Situation

What did Maddy really mean when she said, "Problems solved".

The Longest Eel in the World

Worksheet B A Report

Name: _____ Date: _____

Longfin Eels

A report by Benji Hasluck

Longfin eels are born in the ocean and drift on ocean currents to reach the land. They live in rivers, streams, lakes, dams and swamps.

These eels usually grow up to two metres long. They eat little fish and shellfish.

Some longfin eels live in freshwater for as long as 90 years before breeding. They travel thousands of kilometres back to their breeding grounds near Papua New Guinea. Then they die.

When they are in freshwater, longfin eels don't usually move more than about 300 metres in any direction.

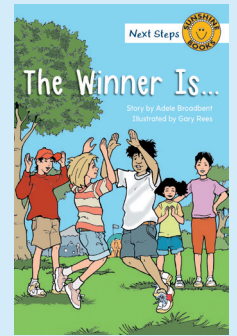
Eels that are found close to the sea in estuaries are normally males and most of the ones that live further up rivers and in lakes and dams are females.

The skin of freshwater eels is full of oil which keeps the eel moist. They can breathe through their skin as well as their gills. This means they can survive for 48 hours out of water. Eels can even travel across land for short distances.



The Winner Is...

The school fete was bigger than ever. Benji accepted Pumpkin's challenge to see who could win the most games. The scores were even at the end of the Crockery Crash, the Ring Toss, the Sponge Throw and the Bungy Stretch. But it was Stace who helped to decide the winner.



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 text (advertisement)

Day 1: Before reading

- Introduce *The Winner Is...* by looking at the title, cover illustration and blurb.
- Have students predict on sticky notes what will happen in the story, then share their predictions. Ask: What makes you think that? Help students to justify their predictions.
- Say: Sometimes authors weave messages into stories to make us think about ourselves. Name some well-known stories and discuss messages in the texts.
- Explain that we understand stories much better when we think about the messages and what is implied in the writing. This means that sometimes we have to read between the lines, which means getting to the less obvious meanings and understanding the text at a new level.

During reading

- Introduce the strategy of rereading to read 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. *fair and square* (page 10). 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 Carlo think Maddy was a good team player? 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 *burst into tears* mean? Did Kylie “burst”? Reread page 14. Stop after reading “*I shook my head. ‘Not exactly.’*” Ask: What does Carlo mean by this?
- Read on to page 15, “*I rolled my eyes and followed them to the nearest game.*” Ask: What does Carlo mean when he does this? Discuss responses.
- 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 School Needs You to come to the Fete* with students. Discuss how to use their voices when reading to an audience. Have students practise using intonation to convey the author’s message.

Vocabulary and spelling activities

Goals

To develop understanding about:

- use of capital letters for emphasis
- sound words
- soft /g/ sound
- short /u/ vowel sound

Activity 1 Use of capital letters for emphasis

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

Activity 2 Sound words

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

Activity 3 Soft /g/ sound

Involve students in finding words from the text that have the letter g in them – *bungy, targets, glossary, challenged, sponge, dog, forgot*. 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 *bungy, challenged* and *sponge* 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*. Have students record this list of words, then create a rule about the soft /g/ sound.

Activity 4 Short /u/ vowel sound

Find words with the short /u/ vowel sound in the text, e.g. *just, run, up, under, some*. Record the words on the board, then read them together. Ask: What do you notice about the /u/ sound in the words? Involve students in classifying the words into groups according to the letters that represent the short /u/ vowel sound, e.g. *just, run, 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 3–4.
- Stop on page 20 at *grinned*. Why was Carlo feeling confident about the challenge?
- Stop on page 24 at *Roll up for some excellent items*. What is implied here?
- Continue to read, stopping where appropriate to prompt students to discuss the implied meaning.
- Choral read Chapters 3 and 4 together.

After reading

Have students complete the messages for Chapters 3–4 on Worksheet A and share their efforts. Remind them of the importance of rereading parts of the text to get to the hidden meanings.

The rap: rhythm, rhyme and repetition

Goals

- To provide a forum for meaningful reading practice
- To use rhythm, rhyme and repetition and shared reading experiences to build students' confidence
- To further develop students' ability to read 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. Brainstorm other sets of rhyming words that could be used, e.g. popcorn, nice and warm, yum, yum, yum. Have students choose a set of rhymes and write a verse using the same pattern as the original. Have students perform their verse as part of a group performance.

Activity 4 Identify rhythm

Identify the way that syllables work to establish a rhythm. Identify the rhythm that is established when the three repeated lines are read as one. Brainstorm for other phrases with a similar rhythm that could be introduced. Have students practise varying the volume of their voices to add another dimension to the sound pattern.

Activity 5 Publish a rap

Have each student produce their own rap about one aspect of being competitive or playing sideshow games. They use a device and add graphics to their rap. Have students jointly publish their raps as one book along with other details about being competitive or going to a fete. Identify the features of books that are made up of collections, e.g. a book of fairytales. Students include all of these features in their publication of raps.

Day 3: Before reading

- Have students talk about what figurative language and reading between the lines means – getting to the less obvious meanings, interpreting the text and understanding the text at a new level.

- Read the list of predicted messages together and add more or delete those that students feel are no longer relevant.
- Ask students to choose one or two from the list and talk to a partner about them.

During reading

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

After reading

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

Become an advertising agent

Goals

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

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

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

The Winner Is...

Worksheet A Interpreting figurative language

Name: _____ Date: _____

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

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

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

The Winner Is...

Worksheet B Analysing a persuasive text

Name: _____ Date: _____

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

Find an example of alliteration.

Find an example of capital letters used for emphasis.

Find an example of prizes offered.

Who do you think the advertisement is written for?