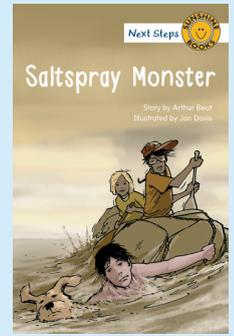


Saltspray Monster

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.