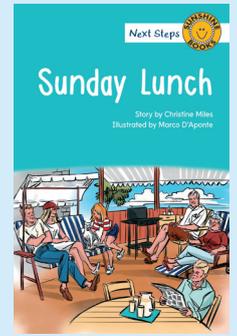


Sunday Lunch

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.