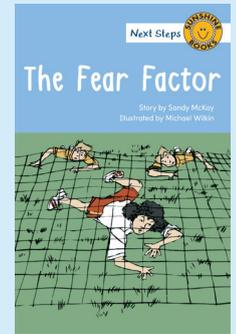


# The Fear Factor

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)

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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.