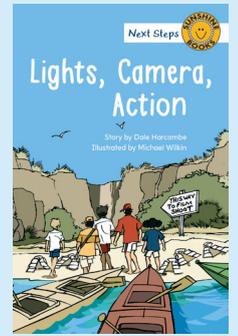


Lights, Camera, Action

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/everwhere*.

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.

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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?