

Making Headlines



Before Reading

This book forms the fiction reading record for Level 20

Motivation / Purpose

The purpose of this text is to entertain the reader with a story about Magee who is told to help out on the school newspaper. Although he doesn't want to help, he makes headlines when he solves a school robbery.

Text Type

Draw students' attention to the:

- author and illustrator
- illustrations
- chapter titles and blurb.

Ask "What type of book is this?" (Narrative). How do you know?

Visual Literacy

Look at the front cover and discuss what you think this boy and girl are doing. Where are they? How can you tell?

Browse the first few pages of the story. Where and when do you think this story is set? What visual clues lead you to these ideas?

Look at the text boxes and background. What is the background? How does it relate to the title of the story? What do the text boxes remind you of?

Background Knowledge

Show students a newspaper. Identify the different parts of the newspaper (e.g. headlines, stories, articles, sports section, TV Guide). What jobs are people involved in when creating a newspaper? What is the purpose of a headline? What makes a good headline?

Phonological Awareness

Make sure students are able to break words into syllables. How would you explain syllables to another person? Do all syllables have the same number of letters?

strange: 1 syllable; bis / cuit: 2 syllables;
news / pa / per: 3 syllables;
com / pe / ti / tion: 4 syllables.

Write high frequency and vocabulary words on cards. Group the words according to the number of syllables. Students read the words, clap the syllables, then cut the words into syllables (i.e. com / pe / ti / tion, ed / it / or). Mix up the syllables and have students remake the words. Which syllables can be found in

Vocabulary

biscuit, camera, classroom, collection, competition, computers, cuckoo, detention, editor, framed, groaned, guilty, headlines, newspaper, notebook, office, officers, photos, police, reporter, shots

other words? (e.g. / tion /, / tor /, / com /). Swap the last syllables in competition and editor to make new words (e.g. com / pe / tit / or, ed / i / tion). Can you make other new words using the syllables? Discuss how syllables can help you spell or read new words.

High Frequency Words

although, exciting, listened, sneaking, strange, thought, towards, whatever, whispered, wonder, wrapped

Look at one word at a time. Which part may cause a problem? Students focus on the difficult part of the word. Have them shut their eyes, visualise or spell the word in their head. Ask them to write down the word.

Students draw a 3 x 3 grid and then write nine of the words onto their grid. Include previously learned words. Call out words randomly. Students circle the words on their grid. The winner is the first student to circle all of their words on their grid.

During Reading

Vocabulary in Context

Write the base word of a vocabulary or high frequency word (e.g. collection – collect). Students write new words by adding suffixes (e.g. collected, collecting, collector, collects, collected). Repeat with other base words from the lists. Write a list of common suffixes.

List the compound words in the text. Students explain the connection between the words (e.g. a classroom is a room for a class).

Checking for Meaning

Literal:

What idea does Ms Cramble have instead of giving Magee detention? (To help on the school newspaper for the next month.)

What does Brad steal from the school office and where does he put it? (Two notebook computers that he hides in the hedge at the back of the school grounds.)

What evidence do Brad and Tilly have to prove Brad isn't framed? (Photographic)

Inferential:

What part of working on the newspaper does Magee enjoy?

Why does Magee think Tilly is starting to get the idea of being a reporter?

Do you think Ms Cramble has a sense of humour? What does she do to suggest this?

Make sure students understand the difference between literal and inferential information.

Response:

Do you think Magee might continue working on the newspaper? Why?

Do you think Tilly would want him to stay on? Why or why not?

Grammatical Patterns

Make sure students understand the following components of a narrative:

- Orientation – introduces the main characters and setting: Ms Cramble tells Magee to work with Tilly on the school newspaper. (pp.4–9)
- Complication – the sequence of events develops a problem for the main character: Magee sees Brad sneaking into the office. He and Tilly follow Brad, and take photos of him hiding the notebook computers he has stolen. (pp.10–23)
- Resolution – the problem is solved and things return to normal: Magee's headline reads – *Brad takes notes, police take Brad.* (p.24)
- Use of nouns referring to the characters and things the story is about: *Magee* (p.4), *newspaper* (p.5), *editor* (p.6), *reporter* (p.15), *camera* (p.17)
- Use of adjectives and noun groups to describe things in the story: *newspaper room* (p.8), *the biscuit baking competition* (p.12), *exciting* (p.13)
- Use of adverbs and phrases of time, manner and place to build story information: *As we raced outside and around the corner of the library* (p.16), *quietly* (p.17)
- Use of action verbs and verb groups describing actions: *shrugged* (p.8), *raced* (p.16), *stepped out* (p.21)
- Use of saying and thinking verbs, and adverbial phrases to describe speech: *groaned* (p.5), *he screamed, as the officers led him away* (p.22), *thought* (p.24)

Fluency / Punctuation Patterns

Locate adverbial phrases that add information to saying verbs: "Look," *I whispered, as Brad came out with something in his hand.* (p.10) What extra information do these phrases provide? How do they help you to know more about the characters and story events? Demonstrate reading the phrases as a group of words. Have students read the sentences two or three times to gain fluency.

These punctuation patterns occur in the text:

- Use of capital letters for names: *Tilly Turner* (p.6)
- Use of capital letters for visual effect: *BAD BRAD IN OFFICE GRAB* (p.12)
- Use of a dash to indicate more related information is to follow: *I'd thought up lots of headlines –* (p.14)
- Use of apostrophes in contractions: *there's* (p.12), *he's* (p.18)
- Use of exclamation marks indicating surprise, excitement, and tone of voice: "There's a story there!" (p.12), "I don't think so!" (p.23)

Critical Literacy

What if Magee hadn't seen Brad sneaking into the office? How would this have changed the story? Why is this an important event in the story?

Linking Visual and Written

Where does Magee go to school? How do you know?

How can you tell Ms Cramble isn't happy with Magee on page 5? How is Magee feeling? Compare this to page 24. How do you think they feel here?

What are some of the things Tilly Turner is good at on page 7? What is the effect of showing what she is good at in the illustration rather than listing it in the text?

After Reading

Read the headlines in the story. What do you notice about the first letters of the words? How does alliteration make the headlines interesting to read? Students suggest headlines containing Magee's name and then Tilly's name to sum up the story events. Encourage them to use alliteration in their headlines.

Activities

Students will:

- make and justify opinions about statements in the story
- locate and write words breaking them into syllables
- locate and write base words with suffixes added in a word find
- punctuating direct speech, and adding saying verbs other than 'said' to complete direct speech.

Comprehension (meaning) Vocabulary (structure) Phonics (visual) Writing (structure)

