



Rock it!

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Focus phonics

ng as in sing, singer, bangs, song, singing, fingers, picking, going, yelling, chatting, along, buzzing, ting, ring, morning, getting, songs, dings, rocking, thing, chucking, King

nk as in thanks, think, pink, winks, thinks, sinks

qu as in quick, Queen

Tricky words

all, are, as, be, do, go, have, he, her, his, I, into, is, me, no, of, oh, one, out, she, so, the, there, they, to, we, you, your

Book summary

Three friends put together a band. The singer is anxious. She writes a song about overcoming fears. When she can't sing at the town fair, her friends sing the song and give her the confidence to perform.

Learning intention

Phonics: To decode words in the book with the focus phonemes of /ng/, /nk/, and /qu/ and to extend to other known words containing them.

Comprehension:

- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make connections (text to self, text to text, text to world)

Fluency:

- Pay attention to punctuation when reading, pausing and changing tone as appropriate.

Before reading

Story discussion: Ask: Can anyone play a musical instrument? Share your experiences. Look at and discuss the cover illustration and read the title together. What do you think the title means? (playing in a rock band) What is happening in the illustration? (the drummer is part of a rock band) Notice the letters on her t-shirt. Compare with the title page illustration. What are the letters on the drum for? (JJJ - this is the name of the band (the Three Js) What could the letters be for? (they are the initial letters of their names, Jess, Jet and Jin) Who wrote the story? (Samantha Montgomerie) Have you read any other stories by Samantha? What did you think of them? Who illustrated this story? Read the blurb on the outside back cover together and discuss. Flip through the illustrations to get an idea of the story.

Quick phonics warm-up: Read the words together on the inside front cover with the focus phonemes of /ng/, /nk/, and /qu/. Flip through the text to find and read words with these focus phonemes. Use sound cards to blend the word queen. /qu/ /ee/ /n/

Vocabulary check:

kit p 12 the drum set

riffs p 16 a short repeated phrase in popular music like a chorus

chucks p 20 throws

Morphology: bows p 24, buzzes p 20 have the suffix -s and -es added to make the verb into a present tense verb.

Etymology: highness p 18, the quality of being high up, often given to Royalty; high means up, suffix -ness means state of or quality. Old English heanes; meaning 'royalty, excellence, nobility' is early 13c.; Your Highness as a form of address to English royalty is attested from c. 1400.

Tricky word practice: Display the tricky words *is* and *his*. Ask: What are the tricky parts of these words? (s makes the /z/ sound in both words). Practise reading and spelling *is* and *his*.

During reading

Read the story: This book may not fit into a single reading session so the end of Chapter 2 (p 11) is a good point to break the reading. Students can finish the reading in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the text to students, then invite them to take over the reading. Notice the hyphens in "Da-dum, da-dum, ting!" joining part words to make the sound effect for the drumming. Look out for more of these through the story. On p 4 ask: What is an ad? (It's a flyer or advertisement giving information) Who noticed the ad? (Jess's dad) What information did he find out? (There's going to be a fair in one week's time which the rock band can play at.) Notice how Jess's is written. Why is there an apostrophe after Jess? (because dad belongs to Jess) Find more examples for Jess's, Jin's and Jet's on p 16. (each time the room belongs to them) This is called a possessive apostrophe.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage. Check students use expression when reading speech bubbles and emphasis for bold print (e.g. *are* on p 16).
- Divide the book up between students; they read a chapter each and then summarise the main ideas in it.

Phonics support: Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially with the focus sounds /ng/, /nk/, and /qu/.

Comprehension support: Pause occasionally to talk about the text and explain the meaning of words in context. Ask: What can you say about Jess, Jet and Jin? What is each one good at? What is Jin worried about? (singing in front of a crowd) How do you know? (illustration of Jin's face and her speech bubble on p 9) Find and read the words *bangs* and *bashes* on p 2. Discuss the meaning of adding suffix s and es on the end. (makes a verb into the present tense) Find more examples in the book. (thuds, chucks, winks, dings)

After reading

Apply learning: Discuss the text. Ask: What was the problem in the story and how was it solved? What have you learned about having a fear? What is the message in this story? (fears can be overcome) Ask: Have you ever felt scared about doing something in front of other people? How did you get through it?

Comprehension: What do you think helped Jin the most? Was it the singing, her friends, or the song she wrote? What words can you find in the story that relate to the word song? (sing, singer, singing, mid-song). What does it mean on p 8 to say the kids will "go mad for Jin's singing"? (they will love her singing and clap and cheer) On p 16, what does the word *mid-song* mean? (middle of the song) Clap and count the syllables in *singer, tablet, king, queen, rock, morning*. Discuss the questions on the inside back cover. Practise re-telling a chapter of the story.

Fluency: Choose a passage from the book and model how to read it, paying attention to punctuation when reading, pausing and changing tone as appropriate. Students read the same passage, copying your reading. Students then choose another brief passage and read it fluently with expression to their partner and then swap over. Notice that some of the speech bubbles are singing bubbles and some are speech bubbles. (voices need to be changed accordingly) Why is the word *are* in bold print on p 16? (The band now know they are good enough to go to play at the fair.) How would you read *are*?

Read the story as a play in groups of five. One person is the reader and another is Dad, the others are the three friends saying or singing their speech bubbles.

Students practise speed-reading the list of focus words on the inside front cover to encourage automatic recall.

Spelling and writing through dictation: Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 10)

That night, Jess sits on her bed and sighs. She thinks hard. How can she get Jin to sing at the fair?

Think Jess, think! Yes! Jess picks up her tablet. She taps and taps.

To Jin At the fair, you can sing a song on fear and how to let it go. Tell them all how fear will not keep you back. It will be a big hit! The tablet dings. Jess looks at it. Yes, Jin is in! She will sing! They are all set to rock!

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

Sort /ng/ and /nk/ words. Swap vowel sounds. Make a spelling rule card for q followed by u.

Worksheet 2: Comprehension

Answer questions about the text. Design a flyer for the concert.

Worksheet 3: Creative writing

Work on 'theme' – write a song.

Worksheet 4: Design and technology

Make musical instruments.