



# Blockbusters!

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## Focus phonics

oo (moon) written as ew as in crew, grew

oo (moon) written as u\_e as in includes, Luke

y-oo written as u as in popular, regular, humans, costumer, computers, music

## Tricky words

any, friend, many, people, their, there, through, where, who, work, would

## Book summary

Blockbusters can take hundreds of people years to make. We find out about life on a film set – the various jobs and why they are important.

## Learning intention

**Phonics:** To decode words with the phonemes /oo/ phoneme (as in moon) spelt ew, u\_e; and /y-oo/ spelt u that feature in the text and extend to other known words with the same phonemes.

## Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions

## Fluency:

- Read at a natural speaking pace with minimal sounding out
- Read with appropriate emphasis and intonation to support the meaning of the text

## Before reading

**Story discussion:** Look at the cover and read the title together. What is a blockbuster? (a very successful movie) Discuss what is happening in the picture. (lighting for a movie) Ask: Have you seen a movie on the big screen? Share anything you know about making movies. Do you think this is a fiction or non-fiction text and say why? (non-fiction) What do you think you will learn from this text? Record these thoughts to save for later discussion. Ask: Who wrote this text? Have you read any other books of John's? What were they called? (in the Reading Road series, John has written Stick Man and Cool cars) Were they non-fiction? (Cool cars is non-fiction) What did you think of them? Read and discuss the blurb on the back cover. Flip through the book to get a sense of the contents, too.

**Quick phonics warm-up:** Read the words on the inside front cover together, with the focus phonemes of /oo/ as in moon, written as ew or u\_e and /y-oo/ written as u. Flip through the text to find and read words with a focus phoneme of /oo/ and /y-oo/. Build the focus words *grew* and *crew* with letter cards. Notice the adjacent consonants at the beginning of the words. List other words that rhyme with *crew*, e.g. *blew*, *flew*, *drew*.

**Vocabulary check:**

stunts p 12 difficult and risky activities where experts take the role of the main actor

prosthetics p 17 fake body parts which an actor will wear to make them look like the character, e.g. claws, hairy feet

**Morphology:** microphone p 27 – an instrument to make quiet voices sound louder. The word is Greek in origin, with the prefix *micro* meaning small and *phon* meaning sound. Think of other words starting with *micro* and discuss their meanings, e.g. *microscope*, *microwave*.

**Etymology:** gaffer p 24 – 1580s, “elderly rustic” apparently (based on continental analogies) a contraction of godfather (compare *gammer*). Originally a term of respect, also applied familiarly; from “old man” it was extended by 1841 to foremen and supervisors, which sense carried over in early 20th century to “electrician in charge of lighting on a film set”.

**Tricky word practice:** Display the words *friend* and *who*. Ask students to identify the tricky parts.

*friend* – the tricky part is *ie* which says /e/.

*who* – the tricky parts are *wh* which says /h/ and *o* which says /oo/ as in moon.

Practise reading and spelling these tricky words.

## During reading

**Read the story:** This book may not fit into a single reading session. The end of p 13 is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the text with students, then invite them to take over, reading aloud at their own pace. Students continue reading, aiming for a smooth and fluent reading, but pausing to sound out and blend any words that they cannot read on sight. On p 2 discuss the word *plump*. What is a plump seat? Discuss the different types of movies – thriller, comedy, cartoon and fantasy. What does each mean? What are the differences? Which do you like? On p 3 why are the words *hundreds* and *years* in bold print? (for emphasis) What is the author emphasising? (it takes a lot of people a long time to make an expensive, successful movie)
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between students; they read a section each, summarise the main ideas and then report back on it. The sections could be: The script, The crew, Acting, Stunts, Make-up, Outfits, Props, Music, Sound effects, Lights, Cameras, Sound recording.

**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 words using the focus phonemes of /oo/ as in moon and /y-oo/. Make special mention of other words with adjacent consonants in the text.

**Comprehension support:** Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 4 ask: How does a film script differ to a script written for a book? (the movie script needs details of everything that will be said, seen and acted out) On p 6, ask: What does *conflict* mean? (having different opinions) On p 7, ask: What is a film set? (the place where the action is filmed)

## After reading

**Apply learning:** Discuss the text. Ask: What have you learned about making movies? What job would you like to have on a film set?

**Comprehension:** Return to the predictions and discuss if they were correct or how they differed. Were there any surprises? Encourage students to retell parts of the text in their own words, e.g. the passage about stunts. Read and discuss the questions on the inside back cover. Ask: What would an author need to know to write this text? On p 8, ask: What does "green light" mean? (the script is approved and the movie can be made) On p 11, what are "extras"? (non-speaking acting roles in crowd scenes) On p 20, what are "props"? (things actors use when acting, e.g. chair, table, cushion, bowl)

Look for synonyms (words with similar meanings) in the text and share their meaning with the group, e.g. script/story p 4; twists/turns p 5; evil/bad p 6; effects/stunts p 12. Discuss what could be synonyms of the following words: screen p 2, complete p 10, outfit p 19, frightened p 9.

Students choose one heading to ask questions about to a partner. The partner finds the answer in the text. Then swap over using a different heading.

**Fluency:** Choose a passage from the book and model how to read it at a natural speaking pace with minimal sounding out. Students read the same passage, copying your reading. Students choose another brief passage and read it in the same manner to their partner, then swap over. Choral-read parts of the text together to build fluency and self-confidence. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

**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.

(pages 4-5)

The script

First, a film needs a script. The script is the story that will be told in the film. The script is very detailed and includes everything that will be said, seen and acted out in the film. It can take a long time to get the script just right.

One script that went through lots of twists and turns was for the film 'Toy Story'. In the first draft, Woody, a toy cowboy, was silly and unkind to the toys in the toy box. But in the script that was made into the film, Woody is smart and a good friend. 'Toy Story' became a much-loved film.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

/oo/ as in 'moon' spelt ew, u\_e. /y-oo/ spelt u.

Read words and write sentences.

### **Worksheet 2: Comprehension**

Vocabulary.

Answer questions about the text.

Summarise paragraph.

### **Worksheet 3: History of film**

Write about music in films.

Write about sound effects.

Write film facts.

### **Worksheet 4: Maths**

Fractional parts.

Measurement.