Springboard

Connect

30a Mrs Kim's Ketchup

30b Blind Triathletes

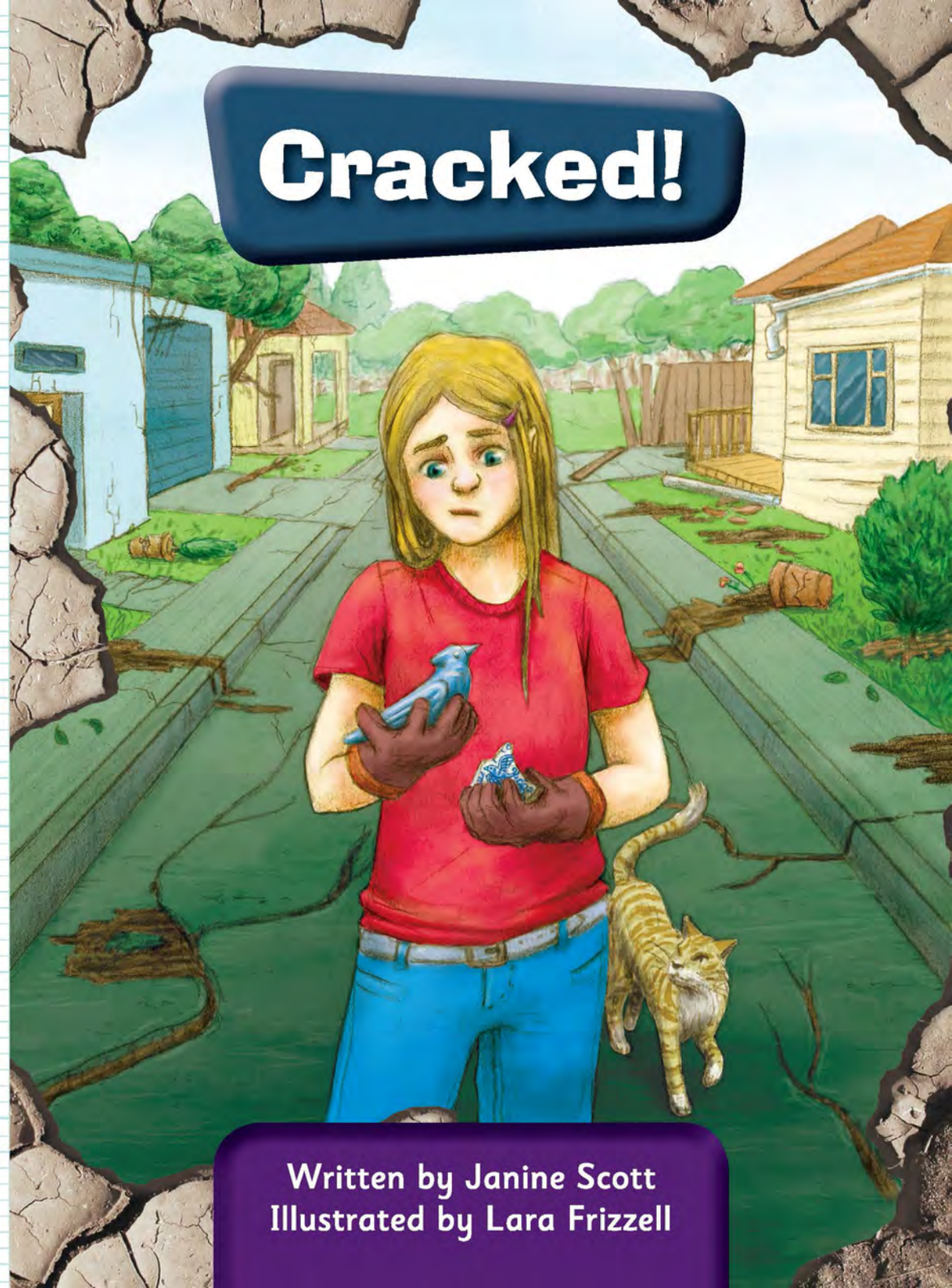
30c **Cracked!**

30d Science at Work

30e Earth, the Sun, and the Moon

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Cracked!

Written by Janine Scott
Illustrated by Lara Frizzell

Word Count	979
Text Type	Narrative
High-Frequency Word Focus	bring
Content Words	birdbath, china, damage, disaster, earthquake, mosaic, neighbour
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	contractions; apostrophes of contraction; colloquialisms; hard and soft *c* and *g*; different sounds produced by letter *a*

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GETTING STARTED

Activating prior knowledge: Ask students if they have ever experienced an earthquake. If so, encourage them to share their experiences. Ask what causes earthquakes and what the effects can be.

Book introduction and prediction: Read the book's title to students and ask them what problems are portrayed in the illustration on the cover. Turn to and read the title page. Ask students to flick through the book, looking at the illustrations. Have them use the illustrations and layout to suggest the text type and to predict what the book may be about. Identify and discuss any words or features that may cause problems.

Outlining focuses: Explain to students that, as well as reading about an earthquake, they will talk about narrative features, contractions and apostrophes of contraction, colloquialisms, hard and soft *c* and *g*, and different sounds produced by the letter *a*.

DURING THE READING SESSION

Literacy

Modelling: Depending on what is appropriate to the group, you can remind students of, and model, specific reading strategies, such as how to approach unfamiliar words and identify signal words.

Guiding: Ask students to read their books independently. As you move about the group, use your knowledge of each student's ability to help you decide when to intervene or assist. For example, if a student cannot read a word, or can read it but appears not to understand it, give prompts or clues to assist. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns.

Interacting, interpreting, analysing and evaluating: At appropriate intervals, and/or at the conclusion of reading, ensure students make meaning from the text by asking questions and encouraging discussions. What issues does the earthquake create for the people in Gracie's street? How does Gracie solve a major problem? What did you think of Gracie's idea and the way so many people reacted? Have students discuss whether this is an imaginative, informative, or persuasive text and the audience to which they think the author was directing the book.

Literature

Responding and examining: Have students read the first paragraph of page 7. Ask how the descriptive language helped them understand the situation. Repeat with page 10. Have students look for the use of colloquialisms or informal language and have them discuss why they think the author chose to use it. Use "Yeah, cats are pretty sharp," on page 4 as an example.

Language

Text structure and organisation: Have students recall how an initial event in a narrative triggers a problem and often subsequent problems that need solving. Have them explain how features of this text help it meet the narrative criteria.

On page 4, draw attention to the words *I'm* and *he'll*. Ask students why the apostrophe appears in each word and what it signifies. Have them locate and give the extended version of other text contractions.

Expressing and developing ideas: On page 4, have students identify words containing a hard and a soft *g*. Discuss the different sounds. Repeat with a hard and a soft *c*. In a four-columned chart, have students list words for each of the hard and soft sounds.

Use the words *gasped*, *all*, *smashed*, and *staring* on page 6 to discuss the different sounds produced by the letter *a*. Ask students for other words that belong to each sound pattern.

PUTTING THE LEARNING INTO PRACTICE

Small group/independent activities: Have students reread the text independently, then proceed to the activities listed in the Teacher Guide.

Cracked!

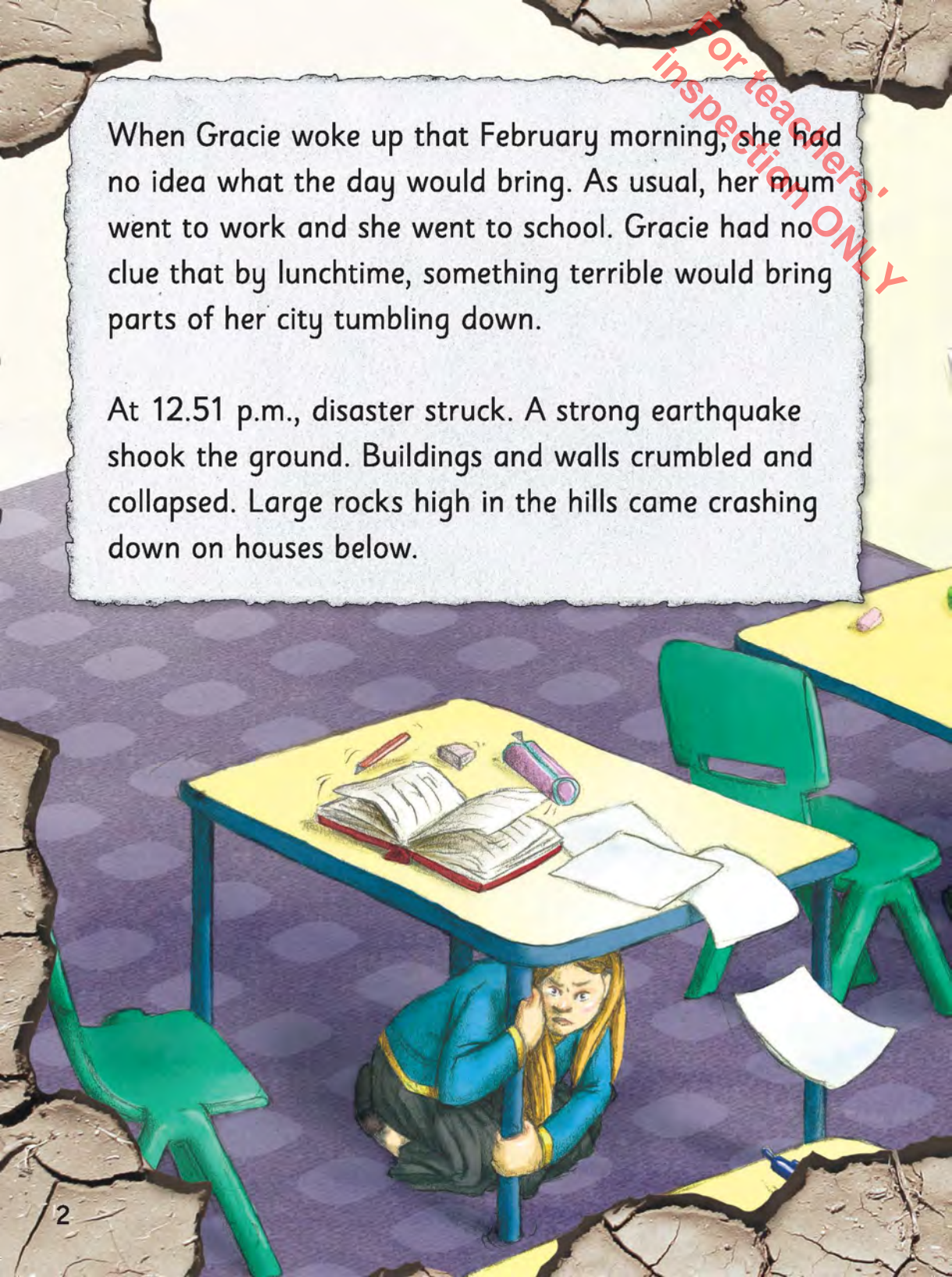
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Written by Janine Scott
Illustrated by Lara Frizzell

When Gracie woke up that February morning, she had no idea what the day would bring. As usual, her mum went to work and she went to school. Gracie had no clue that by lunchtime, something terrible would bring parts of her city tumbling down.

At 12.51 p.m., disaster struck. A strong earthquake shook the ground. Buildings and walls crumbled and collapsed. Large rocks high in the hills came crashing down on houses below.



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Later, Gracie was staring out of her car window. Her mum had rushed to get her as soon as the earthquake hit. Gracie held on to the birdcage that was perched on her legs.

"I'm glad Mr Heath let me bring our class bird home to keep it safe," said Gracie. "Do you think Zippy will be OK, Mum?"

"Yeah, cats are pretty sharp," said Mum. "He'll have found a safe place to hide."



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Gracie gasped when the car pulled into their driveway. All the garden pots were smashed, and Gracie's birdbath was in pieces on the ground.

Their neighbour, Mr Leonard, was staring down at his garden.

"Are you OK, Mr Leonard?" asked Gracie's mum.



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"Yep, I am OK, but look at this," he said, pointing at the sand and silt that covered his lawn. "It's strange. It's solid sand and silt, but it's like a liquid. It has come up through a crack in the ground."

"That's a new one on me," said Gracie's mum. "I've never seen anything like it. What about your house?"

"The house doesn't seem to have any cracks," Mr Leonard replied. "I just have a liquid lawn!"



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