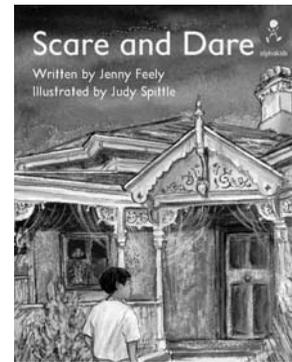


Scare and Dare

Written by Jenny Feely

Illustration by Judy Spittle



Getting ready for reading

Ask: *Have you ever wanted to do something just because someone told you that you shouldn't or couldn't.* Discuss any times this has happened to children in the group. Ask: *What happened? Should you have listened to the person who told you not to?*

Talking through the book

You might say: *Turn to page 3. Look at the picture. What do you see? What kind of gate is it?* Model the form of the text: *Yes it's a dark scary gate at the bottom of the street.* Turn to a few more pages. Don't go right to the end of the book – leave the surprise for the children as they are reading it.

Reading the book

Children read the book independently while the teacher observes the children's reading behaviours.

Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

Being a meaning maker

Discuss these questions. Encourage children to support their responses with evidence from the book.

Where was the big brother hiding?

Did the big brother expect his little brother to go the dark scary house? How do you know?

Do big brothers always try to scare little brothers?

Being a code breaker

Vocabulary

- High-frequency words: *my, said, that, at, the, of, he, go, there, get, but, a, is, up, in, was*
- Word families: *dark – bark, lark, mark, park, spark*
dare – scare, care, fare, hare, mare, rare, spare, share

TEXT FEATURES

- **This book is a cumulative narrative modelled on a the form of a traditional tale.**
- **Tells the story of a boy whose older brother is trying to scare him by telling him not to go to a dark scary house.**
- **Text is supported by colour illustrations**
- **Some of the story is carried in the illustrations.**
- **Text from the previous page is repeated on each page and an additional phrase added.**
- **Line breaks support phrasing.**

Sounds and letters

- Hearing sounds: Read sentences from the book aloud asking children to listen for a particular sound. For example, say: *Listen for the long /e/ sound*, then read: *At the bottom of the street there is a dark scary gate.*

Writing conventions

- Punctuation: capital letters, full stops, commas in lists
- Grammar: contractions – *I'd, shouldn't*

Being a text user

Discuss:

This book adds a new line of text on each page. How does this make you feel as you read through the book?

What sorts of things make a story scary?

Being a text critic

Discuss:

The author chose to write the book about brothers. What do you think she is saying about how brothers get on with each other? Is this true? Is this the way you get on with your brothers or brothers that you know?

Would the story have been different if it had been about sisters?

Literacy learning centres

Interactive literacy centre

Children work in small groups to create and practise a choral reading of the text. They could include ghostly moans and screeches to add dramatic impact.

Writing centre 1

Children make a story map of the path taken by the little boy throughout the book.

Writing centre 2

Working individually or in pairs, children write a scary story. They can then read their story to other children in the class.

Book browsing centre

Provide other scary stories for children to read and compare with *Scare and Dare*. They can talk about what is the same and what is different about the books.

Some books to include:

In a Dark, Dark Woods

Who's Got My Big Toe?

In a Dark, Dark Forest

Keeping track

Children's performances of choral reading can indicate their understanding of the text. They can be asked to rate their contribution and to reflect on what they learned from each other.