

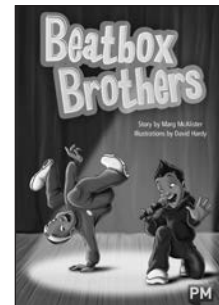
Beatbox Brothers

PM Level 27

Ruby

Text Type Narrative (Imaginative)

Running Words 3823



Preparing for Guided Reading

Prior knowledge

- Have students share any experiences of watching beatboxing or breakdancing, or of attempting these activities themselves.
- Ask students to suggest some of the specific skills that would be needed to do these activities well.

Orientation to the text

- In this story, Jack's older brother, Logan, is auditioning to be the face of an advertising company, using his breakdancing skills. Jack wants to audition too, as a drummer. He soon realises he has the skills to become a beatboxer instead, and prepares for the audition without telling Logan or their mum. When the boys audition, the judges are impressed with their individual skills, but when they ask the boys to perform together, everyone realises they will be a great double act.

Building the Balanced Reader

Grammatical conventions

- Discuss the expressive short phrases in dialogue in the story, e.g. "Nice try, Jack"; "Got it in one"; "Aren't you a surprise?" How do these add interest and variety to the story?
- Discuss the use of italics to denote Jack's thoughts, and why it is so useful at certain points of the story, especially when he has to keep some of his thoughts secret from Mum and Logan.

Vocabulary

Key vocabulary

advertising, audience, audition, auditorium, breakdance, consent, drumming, electronic, executioner, headline, knuckles, newspaper, percussive, performance, popular, rehearse, signature, techniques, toprock

Spelling

- List the subject-specific words in the story, e.g. *breakdance*, *toprock*, *beatbox*, and discuss what these words mean.

Visual literacy

- Discuss the different types of performers seen on p. 37. Ask students if they think the judges would prefer their more conventional skills to the brothers' breakdancing and beatboxing skills.

Focusing on the book – guided reading

- Have students read the sign on p. 5 and discuss the sort of work an advertising company might want new talent to do.
- Ask students to consider why Jack's drum noises might cause problems for Logan when he dances. Ask, *Is Logan overreacting to these noises?*
- Have students analyse the way Logan speaks to Jack at the start of the story. Ask, *Do you think Logan could be nicer to his younger brother?*
- Ask students to share what they know about beatboxing. Ask, *What skills would you need to have to be a good beatboxer?*
- After reading p.26, ask students if they think Dad will keep Jack's secret.
- When they have read p. 31, ask students if they think Dad has kept the secret.
- Have students pause after reading p. 41. Ask them which brother they think has been selected.
- Ask students if they think it should have been obvious all along that the brothers would make a great double act.

Comprehension

- Who gave Jack the idea to be a proper beatboxer? (*Literal*)
- How was Jack able to make drum effects by cupping his hand over his mouth? (*Inferential*)
- What type of advertisements might Logan and Jack be chosen for? (*Applied Knowledge*)

Follow-up activities

- Have students think of another pair of skills that go well together, and write a story about a different pair of siblings who combine their talents to form a great double act.
- Show students some samples of online beatboxing footage, and encourage them to try it themselves.

Learning Intentions

- We are learning how to understand a range of situations that we encounter in everyday life, and understand the impact these have on us.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type, and the typical vocabulary.
- _____

Success Criteria

- I can identify situations in the text that we encounter in our lives, and can talk about the effect they have on us.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up