

# Something Very Scary

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## Shared reading

Shared reading provides students with opportunities to engage in rich conversations about texts that they are initially not able to read for themselves.

Shared reading involves multiple readings of a text. With each reading, students explore the text further and build on what they know.

Shared texts provide opportunities for students to behave like readers as the teacher models fluent, expressive reading. All readings of the text should be engaging and enjoyable for students.

## Text characteristics

Key text characteristics as described in the reading standards for after one year at school are shown in the boxes with a solid outline. Other boxes show additional characteristics to look for when using the text for shared reading.

Most content explicitly stated but also some implicit content (for example, the items in Mrs Ngatai's office that suggest her love of fishing; the clues to what the something scary is) that provides opportunities for students to form and test hypotheses and make simple inferences

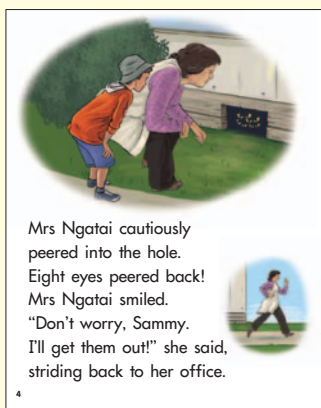
A range of punctuation, including speech marks, commas, and ellipses, along with the use of bold print, to support phrasing, intonation, and meaning

A variety of sentence structures and poetic phrasing within some sentences ("Then one by one, out of the hole they came.")

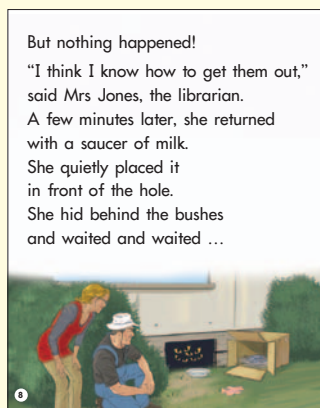
The dramatic storyline and clear narrative structure, with repeated incidents to encourage students to form and test hypotheses, and the humorous and satisfying ending

The repeated phrases "very scary", "She/He hid behind the bushes and waited and waited ... But nothing happened!", "I'll get them out!" (and the change to "We'll get them out" on page 9)

Illustrations and visual language features that support and extend the meaning but may not exactly match the words (for example, the photographs in Mrs Ngatai's office; the illustration of Mrs Ngatai talking to Mr Breeze on page 6, which conveys a shift in time; the smiling faces on page 9, which show that the characters are not scared)



Mrs Ngatai cautiously peered into the hole. Eight eyes peered back! Mrs Ngatai smiled. "Don't worry, Sammy. I'll get them out!" she said, striding back to her office.



But nothing happened! "I think I know how to get them out," said Mrs Jones, the librarian. A few minutes later, she returned with a saucer of milk. She quietly placed it in front of the hole. She hid behind the bushes and waited and waited ...

The inclusion of the Māori greeting "Kia ora" and colloquial language ("No way!") in the dialogue

The familiar setting (in a school) and the easily understood context of lost or stray animals, which is revealed as the story unfolds

Topic words and interest words (including a wide range of regular and irregular verbs and verb forms, for example, "danced", "frolicked", "hisses", "knocked", "laughed", "opened", "peered", "placed", "pounced", "returned", "slid", "smiled", "spun", "striding", "tied", "tossed", "worry"), descriptive adjectives and adverbs and alliterative phrases (for example, "carefully", "cautiously", "crinkly", "frisked and frolicked", "pounced and played", "shiny yellow eyes", "sparkled and spun", "tossed and teased"), and the simile "like butterflies in the wind", which engage readers and provide opportunities to extend students' vocabulary and awareness of language use and encourage links to writing

After students have become very familiar with the big book during many shared reading sessions, have the small book available for them to read and enjoy.

## Overview

In this dramatic big book, Sammy notices something very scary under Room 10. Carefully placed clues encourage students to try to work out the mystery of what the something scary is and what the characters will do to try to get it out.

There is an audio version of the text on the *Readalong 2012: Ready to Read and Junior Journal 44 and 45* CD as well as on an MP3 file at [readytoread.tki.org.nz](http://readytoread.tki.org.nz)

## Reading purposes and learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically about” texts?)

From the suggested reading purposes included in this teacher support material, choose those that best meet the needs of your students.

Each reading purpose is accompanied by learning goals. The learning goals are the sorts of behaviours (reading processes and strategies) that you want your students to demonstrate after many readings of this text and when reading other texts.

Often the first reading of a shared text will be with the whole class. The first reading of a shared text is about making meaning. The teacher leads the reading (with the students invited to join in as they feel confident) so that the students can focus on responding to the storyline and thinking critically about the theme or main idea.

A focus on word-level features should be left for subsequent readings.

Select from and adapt these suggestions according to your students’ strengths, needs, and experiences.

## A suggested purpose for the initial reading

To find out what the very scary thing is and what the characters do about it

## Learning goals

During the first reading, the students can:

- make connections to their own experiences and use clues in the text and illustrations to form and test hypotheses about what the something scary is and what the characters can do to get it out

## Introducing the text

- Use the title and the cover illustration of the eyes to encourage the students to build up a sense of anticipation about the reading. *Does this look scary to you? What could it be?*
- Use the cover illustration to make predictions about the setting and then have the students look at the title page to confirm their prediction.
- During both the discussions above, you could pay particular attention to introducing and drawing out key vocabulary.
- Share the purpose for the initial reading. Explain to the students that they will need to look for clues.

## Reading and discussing the text

- **Page 2** – Briefly view the illustrations on pages 2 and 3 to confirm the setting.
- Read page 2 to the students, using a pointer to track the print. Expect them to infer that Sammy is the boy in the title page illustration and to predict that he has come to report the something very scary. *Let’s read and find out.*
- **Page 3** – *Were you right about Sammy? What does this page tell us about the something very scary?* Have the students review their ideas from the introductory discussion about what the something scary could be.
- **Page 4** – Remind the students to track the print with their eyes as you read the page to them. *Does Mrs Ngatai seem scared? How do you know? I wonder if she knows what the something scary is.*
- Reread the first two sentences, slightly emphasising “cautiously” and “peered”. *How does the picture help you to work out what “peered” means? Why is she being cautious?*
- *I’ve noticed a clue on this page.* Read the last sentence again, emphasising “them”. *Why does Mrs Ngatai say “them” instead of “it”? How does that clue help you?*
- **Page 5** – As you read this page, use intonation to emphasise the pause after the last word (indicated by the ellipsis). *I wonder if her plan will work.*
- Ask the students to orally summarise the clues so far (there’s more than one thing; they hiss; they have shiny yellow eyes; Mrs Ngatai thinks they will like ham and that they will fit inside a fishing net; Mrs Ngatai isn’t scared). Some students, such as many English language learners, may benefit from having the clues recorded on a chart and displayed so that they can check and refer to them.
- **Page 6** – Before you start reading, prompt the students to use the illustration to infer whether the plan worked and what Mrs Ngatai is doing now. Note that there has been a shift in time since the previous page and she has spoken to the caretaker.
- *Why is Mr Breeze growling? What big clue [“animals”] have you noticed on this page? Does this fit with your prediction about what the something scary is?*
- **Page 7** – Again, ask the students to look closely at the illustration and speculate about Mr Breeze’s plan before you read. You may need to explain what sardines are. The students may recognise the pattern of the last sentence and start to join in – and predict “But nothing happened!” at the top of page 8.
- By now, the students are likely to have worked out what the something scary is. Prompt them to think critically. *Why don’t they come out from under Room 10?*

- **Pages 8 and 9** – Before you read, ask the students to look for a clue in the illustration on page 8 about what the next character will try and whether it fits with their predictions. When you read, pause as you begin the last sentence so that they can notice the familiar pattern and join in. Model a dramatic pause at the ellipsis before moving on to page 9.
- Expect the students to infer that the Room 10 children have also worked out what’s under their classroom. *What would you do to get them out?* Ask your students to think, pair, and share their ideas.
- **Pages 10 and 11** – *Do you think this idea will work?*
- **Page 12** – Enjoy the triumphant ending. *Were you right? Why do the cats come out?*
- Prompt the students to think critically – to make inferences about how the characters feel about the cats and why it is important to get them out from under the school.
- **Page 4** – Draw attention to the small illustration that shows Mrs Ngatai “striding”.
- **Page 6** – Spend some time discussing the illustration. *Tell me how the illustration helps you work out what has happened in between Mrs Ngatai waiting by the hole and Mr Breeze growling about animals in his school.*
- Reread the rest of the story, a double-page spread at a time. As you do so, support the students to identify the clues that help them to work out what the something scary is or what is happening. For example, they could identify clues to how Mrs Jones gets involved (page 8) and what the Room 10 children are thinking and saying on page 9.

## Suggested purposes for subsequent readings

You can return to this text many times with a different purpose. Subsequent readings of the big book will be with a group of students who have similar learning needs rather than with the whole class. **Select from and adapt** the following suggestions.

### Suggested reading purpose

To explore the clues that the author and illustrator have given the reader to help us understand and enjoy this story

### Learning goals

The students can:

- identify clues in the text and illustrations
- explain how the clues helped them work something out (to form a hypothesis or make an inference).

This reading purpose involves close examination of the illustrations, so it would be better to work with a group rather than the whole class.

- Tell the students that authors don’t always tell readers every detail of a story so that there are some things they need to work out for themselves. *This story wouldn’t be very interesting if the author told us right at the start that there were four cats under Room 10. Instead, she made it into a mystery with clues.*
- **Pages 2 and 3** – Examine the illustrations on these pages. *What can we learn about Mrs Ngatai from the illustrations? Why is this important in the story?* Expect the students to make the link to her use of the net to try and catch the cats.
- Reread pages 2 and 3, encouraging the students to join in as they feel confident.

### Suggested reading purpose

To explore and enjoy some ways the writer has used language in this story

### Learning goals

Over a number of sessions, the students can:

- identify and enjoy examples of repetition and alliteration
- identify and discuss the adverbs (for example, “cautiously”, “carefully”) and the verbs (for example, “peered”, “striding”) that describe the characters’ actions
- identify and discuss the adjectives (for example, “crinkly”, “sparkly”), the verbs (for example, “sparkled”, “spun”), and the simile (“twirled and danced like butterflies”) that help the reader to visualise
- discuss and explore word meanings.

Choose **one** of the suggestions below for each session.

- Ask the students to listen for examples of repeated words and phrases as you reread the story. *Why do you think the writer has chosen to use the same words over and over? Draw out the idea that repeated bits are fun to read and in this story the repetition is funny because the plans keep failing.*
- Reread sections of the story, for example, pages 4, 10, or 12, asking the students to listen for words that help them to build a picture of what is happening in the story. List examples and explore their meanings, for example, by having the students act them out and think about them more deeply. *Show me what it looks like to peer “cautiously”? Why is she being cautious? What does “striding” look like? How did Mr Breeze put the plate down? Tell me another word you could use instead of ...*
- To develop the students’ vocabulary, you could spend some time exploring adverbs of manner (“cautiously”, “carefully”, “quietly”). For example, you could use the three in the story and add a few

more high-frequency adverbs such as “loudly”, “quickly”, “nervously”. Write the adverbs on cards and have the students take turns to pick up a card. Give them an everyday activity such as washing the dishes. The student acts doing the activity in the manner of the adverb, and the other students in the group have to guess the adverb.

- Draw attention to the alliterative phrases on pages 10 and 12. Read the phrases together. *Why do you think the writer has chosen to use words that start with the same sound?* Draw out the idea that alliteration creates impact and is satisfying to read aloud.
- Reread page 10 and ask the students to listen for the words that describe what the paper looks like and how it moves. Briefly discuss how the writer compared the moving paper with butterflies to help the reader visualise the movement.
- You could create a web of associated words (for example, “sparkly”, “glittery”, “shiny”, “twinkling”; or “played”, “pounced”, “frisked”, “frolicked”). Encourage the students to add further examples. Display the word web(s) and encourage the students to incorporate the words into their writing. Model their use in classroom conversations and shared writing and encourage students to notice and enjoy other instances of their use.
- In order to understand and use this new vocabulary, some students, especially English language learners, will need:
  - explanations and demonstrations of the meanings
  - many examples over time and in different contexts
  - scaffolded opportunities to practise using the vocabulary (for example, co-constructing sentences, filling in cloze passages, and using word banks for their speaking or writing)
  - feedback on their use of the vocabulary.

### Suggested reading purpose

To think about the structure of this story

### Learning goals

Students can:

- make connections to their knowledge of other stories that have a similar structure
- summarise the events in the story
- identify the beginning (which highlights the problem), the middle (the repeated attempts to fix the problem), and the end (the resolution).
- Share the reading purpose and help the students to make connections to their knowledge of narrative structure, especially where characters need to solve

a problem. *When you first heard this story, how did you start to work out what was going to happen next?* Refer to a story the students know well and briefly review what happens at the beginning, middle, and end of that story. Draw out the idea that stories often contain a problem, some ways to try to fix the problem, a new idea, and a happy ending (or resolution).

- Reread *Something Very Scary*. Discuss the repeated attempts to entice the cats out from under Room 10, and together, identify the turning point (when Room 10 try their idea). Ask the students to share their opinions of the resolution.
- Draw up a chart with the headings: Problem, Attempts to fix the problem, and Resolution. Together, add summary sentences to describe each part of the story.
- Use the chart to create a story map showing the main ideas of the story. Have the students write a sentence for each picture, describing what is happening.

### Suggested reading purpose

To read with fluency and expression

### Learning goal

Over time, the students can:

- draw on their overall knowledge of the story, of poetic phrasing within storybooks, and on specific word meaning and punctuation to read with appropriate phrasing and expression.

Your modelling of fluent, expressive reading of this text will be a major support for achieving this learning goal. Students can also build their comprehension and fluency by rereading the text while listening to the audio version on the *Readalong 2012: Ready to Read and Junior Journal 44 and 45* CD or MP3 file.

- English language learners may benefit from opportunities to listen and practise with the audio CD or MP3 file individually. They could listen to short sections and then listen again to help them practise their pronunciation and intonation. Offer the students guidance on particular sounds (for example, “t”, “d”, “k”, “l”, consonant endings in general, and consonant clusters) or intonation patterns that are causing problems for them in their speaking and listening in English. Provide feedback to support them to improve their pronunciation and intonation.
- Discuss the impact that expressive reading has on the listener. You could demonstrate reading a page or two, with and without smooth phrasing and appropriate expression. *How do they sound different? Which one makes you want to listen?*

- You could point out particular features of the text that help to support fluent reading, for example, the use of commas to support phrasing, the use of speech marks and attributions to clarify who is talking and what they are saying, and the use of exclamation marks and ellipses for emphasis.
- Together, practise reading the more poetically structured sentences at the top of pages 10 and 12.
- Use the text for a readers' theatre with groups of students. Individuals or pairs of students could read each character's dialogue, and you could lead the rest of the group in the role of the reader or narrator.

### Related texts

- Texts about problem solving and trying again: *A Good Idea* (Green); *Stuck!* (Orange); *Dragons! Dragons! Dragons!* (Big Book for shared reading)