

Cheat!

Fiction

Content domain focus:

2a give/explain the meaning of words in context

2b retrieve and record information/identify key details from fiction and non-fiction

2d make inferences from the text/explain and justify inferences with evidence from the text

2g identify/explain how meaning is enhanced through choice of words and phrases

Extract summary

This extract is taken from *Cheat!* by Judy Waite. Danny, the main character, is staying with Gran for a week during the summer holidays. Left to his own devices, he decides to explore and crawls through a hole in the fence into the next-door garden which, he discovers, is very overgrown and neglected.

Unit summary

The passage includes a vivid description of the shed that Danny goes into and builds up tension as he realises he isn't alone in there. The children are asked questions that involve them in making inferences about this particular aspect of the passage. They then move on to finding key details in the text and finally to thinking about the meaning of words and phrases in the passage and how they are linked to the sense of fear and anxiety that Danny is feeling.



Teaching prompts

- Activate prior knowledge of stories by discussing some that the children have read recently. Discuss the characters in the stories, and their behaviour.
- Remind the children that making inferences from reading involves reading between the lines and thinking about clues that the author has left in the text.
- Explain to the children that they often need to think about the meanings of words and phrases when they read to fully understand what is happening in a story. Remind them that authors sometimes give clues about characters and events rather than telling the reader everything.

Revisiting the text

Ask the children to:

- draw a picture of the inside of the shed
- role-play the scene described in the passage
- hot-seat Danny, asking questions that explore why he went into the shed and how he felt while he was in there
- create thought bubbles for Danny, showing what he was thinking at the end of the passage
- identify the words and phrases in the passage that they think make it dramatic or scary
- hold a whole-class discussion on who the long, bony hand belongs to
- write the next chapter in the story.



Answers

Links to content domain requirements are in brackets after the answer.

1. Because it seemed as if no one had been there for a long time.
/Because he thought he was alone. [2d]
2. Mr King [2d]
3. Because the window had ivy growing across it. [2d]
4. darkness [2a]
5. Any two of the following: tins, tools, cobwebs, ivy. [2b]
6. Answers that include reference to the neglected state of the shed. [2d]
7. Because the ivy brushed against his arm. [2d]
8. a mouse or a rat [2b]
9. It sounds mysterious and scary because he doesn't know what/who it is. [2g]
10. *"Perhaps this wasn't such a good idea after all"* [2g]



Assessment

Children can explain the meaning of words in context if they are able to identify or produce synonyms for words.

The children's ability to retrieve and record information is secure if they use techniques such as visualising the words and phrases that they are looking for.

They are able to make inferences if they make connections with their own experiences and think about how they would have felt if they'd been in the story or situation.

Children can identify how meaning is enhanced through choice of words if they can make inferences about the vocabulary and the context in which it is used.

Next steps

Revisit the questions in this unit and support the children in reading them in order to fully understand them. Explain that often, incorrect reading of questions can result in incorrect answers. Discuss how to identify key words or clues in questions. For example, in question 5, it asks for two *objects* so these need to be actual things not 'shapes and shadows'.

Discuss the children's knowledge and understanding of making inferential responses. If necessary, remind them that this type of question often asks them to put themselves into the text. For example, asking 'how would you have felt?' or 'what would you have done?'

To develop understanding of word meanings, play a game like *Call my Bluff* where children, in teams, read out a word along with three definitions. The opposing team tries to work out which is the correct definition.