

# For the Teacher: Dappy Hay Cafe

Text features to note and sample activities

<p><b>Features of a play text</b></p>	<p>Ask, <i>What is a play? How is a play text different from a story text?</i> A play is a text that is spoken aloud by actors on the stage, on television or on radio.</p> <ul style="list-style-type: none"> <li>• It has a list of characters—the “cast”.</li> <li>• It is a narrative told in direct speech.</li> <li>• Each characters turn to speak is indicated by the character’s name before the words.</li> <li>• The characters speak in the present tense.</li> <li>• Direct speech is not enclosed in quotation marks.</li> <li>• It may include stage directions and suggestions for props, costumes and scenery. It may also be divided into acts and/or scenes.</li> </ul>
<p><b>Additional features of this play</b></p>	<p><b>Setting</b> A restaurant of the future. <i>What do you like about visiting a restaurant? What might a restaurant be like in the future?</i></p> <p><b>Characters</b> The main character is a robot, juxtaposed with four human characters. <i>How is a robot different to a person?</i></p> <p><b>Humour</b> Word play; a robot running a restaurant; familiar foods in a futuristic setting. <i>How might food change in the future? What might food in the future be like?</i></p> <p><b>Visual literacy:</b></p> <ul style="list-style-type: none"> <li>• Close-up, middle-distance and long-distance shots to vary perspective.</li> <li>• Futuristic elements (such as the mobile menu and the space traffic passing by).</li> </ul>
<p><b>Reading and responding</b></p>	<p><i>Dappy Hay Cafe</i> can be used with groups of students at different reading levels. Multi-level shared reading groups provide the opportunity for more confident readers to support their less confident peers. Less confident readers will develop their confidence through repeated readings. By taking on different roles at different times, all students are motivated to read and re-read the text.</p> <p><b>Comprehension</b> Encourage students to use a range of comprehension strategies to respond to the text. Some questions that encourage them to <b>infer</b> and <b>make connections</b> include:</p> <ul style="list-style-type: none"> <li>• <i>Why does the robot say “Dappy Hay”? What is the actual name of the restaurant? What other letters does the robot mix up?</i></li> <li>• <i>How do the customers feel about the way the robot speaks? Are they angry/impatient/amused and so on? Why do you think so?</i></li> <li>• <i>How do the customers know what a “dot hog” is?</i></li> <li>• <i>At the end of the play, why do the characters say “No way!”? Why are they worried?</i></li> <li>• <i>How did you feel at the end of the play? Do you think the author wanted you to feel sad or happy or surprised?</i></li> <li>• <i>What does the play tell you about robots? What kind of text might tell you more about robots?</i></li> </ul>
<p><b>Language/vocabulary exploration and development</b></p>	<p><b>Spoonerisms</b> A spoonerism is a transposition of initial consonant sounds or parts of words, especially one that has an amusing result, for example, “half-warmed fish” for “half-formed wish”. This feature of language was named after Rev. WA Spooner, who was noted for such slips of the tongue.</p>
<p><b>Focus on sentences, words and letter-sound relationships</b></p>	<ul style="list-style-type: none"> <li>• Invite students to identify the questions in the text. Select one of the questions (e.g., “Should we get a pot of tea?”) and rewrite it as a statement (“We should get a pot of tea.”). <i>How does the order of the words in the sentence change? How does the punctuation change?</i></li> <li>• Spoonerisms can be used for onset-rime work. Encourage students to nominate everyday objects around them that have two words or two syllables, each word or syllable beginning with a consonant or blend (e.g., classroom, whiteboard, black shoes, green jumper). Write the word/s on the board and invite students to transpose the initial consonants or blends.</li> <li>• The letter o makes two sounds in “robot”. Invite students to identify other words that have the /oh/ sound and words that have the /o/ sound.</li> </ul>
<p><b>Writing activities</b></p>	<p>Extend students’ reading and understanding of play texts by having them create their own scripts from known texts (readers’ theatre) or write their own plays. Some ideas:</p> <ul style="list-style-type: none"> <li>• <i>The robot wants to buy pizzas for your family but it “luddles” its “metters”.</i></li> <li>• <i>You attend a family dinner at which something funny happens.</i></li> <li>• <i>You go to a monsters’ restaurant and are served some very strange and yucky food.</i></li> </ul>