

Rebecca and the Concert

PM Level 16

Orange

Text Type Narrative

Running Words 374



Preparing for Guided Reading

Orientation to the text

- Encourage students to talk about concerts at school. List on a chart some of the key words (e.g. concert, practise, pretend, songs) so that they will be familiar to students when reading the story.

Prior knowledge

- This is the second story about Rebecca and her cat, Tiger. Like the first one, this story also tells about a child's fondness for her pet and gives insight into cat behaviour.

Building the Balanced Reader

Vocabulary

Key vocabulary

afternoon, concert, everyone, herself, now, remember, shaking, something, sometimes, together

Content Words

hear, perfectly, piano, practising, pretend, teach, tune

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of syllables to break words into readable units.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including applying prior knowledge, thinking aloud, attending to details in illustrations, re-reading and reading on.

Focusing on the story – guided reading

- Re-read *Tiger runs away* (PM Story Books Blue Level) and recall that Rebecca and her mother had shifted house. This story takes place at the new neighbour's house and at Rebecca's new school.
- Read the text with students and talk about how children are often cared for by neighbours after school. Cats often visit the neighbours.
- Talk about Tiger's fascination with the sound of the piano, and the joke between Mrs Wood and Rebecca.

- Tell students that learning to play a tune on the piano requires practice. Tiger keeps Rebecca company during this time.
- Discuss Rebecca's feelings of excitement and nervous anticipation.
- Ask the following questions: Why were Rebecca's hands shaking? How would she be feeling?
- Ask students why Rebecca pretended that Tiger was with her. Discuss the meaning of the word 'perfectly' and why it was used here.
- Clap words with more than one syllable, e.g. some/times, pi/a/no re/mem/ber, ev/er/y/one, to/geth/er/
- Locate commas in the text that are used to break sentences into meaningful parts, e.g. *She looked at Mrs Wood, but Mrs Wood just smiled.*

Comprehension

- What did Mrs Wood teach Rebecca to do? (*Literal*)
- Why was Mum very surprised when the teacher said Rebecca would be playing the piano? (*Inferential*)
- Why did Rebecca forget the little tune Mrs Woods had taught her? (*Inferential*)

Follow-up activities

- Ask which students can play a musical instrument. Discuss suitable instruments for young people to play.
- Write a list of different instruments in the orchestra. Encourage students to group them based on how they are played. Ask students to draw different instruments and display on a wall chart with suitable headings, e.g. percussion instruments, brass instruments.

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Learning Intentions

- We are learning to apply knowledge of syllables to break unfamiliar words into readable units.
- We are learning to integrate meaning, language structures and visual information as we read.

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Success Criteria

- I can use my knowledge of syllables to assist me to decode unfamiliar words.
- I can use a variety of skills and strategies to understand what I read.

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Guided Reading Notes

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