

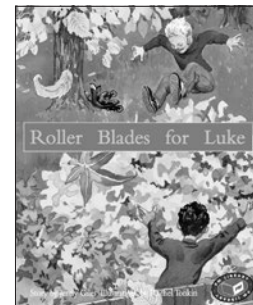
Roller Blades for Luke

PM Level 16

Orange

Text Type Narrative

Running Words 350



Preparing for Guided Reading

Orientation to the text

- Ask a student in the class to bring a pair of roller blades to school. Have the student demonstrate how to use them.
- Talk about the importance of wearing protective gear, such as safety helmets, and knee and elbow pads, when using roller blades.

Prior knowledge

- This is a story about the fun two friends, Luke and Andrew, have when they are together.

Building the Balanced Reader

Vocabulary

Key vocabulary

couldn't, enormous, everywhere, job, need, rake, saving, stand, until

Content Words

own, pay, pile, rolled, roller blades

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

- Discuss the cover illustration. Encourage students to talk about the fun they have had jumping in piles of leaves and throwing them up in the air.
- Ask students to read pp. 2–7 and find the two remarks that showed that the boys were good friends.
- Read the last sentence and predict what the boys might be thinking.
- After reading p. 9, predict what will happen to the enormous pile of leaves now.

- Ask students if they think Mum was cross. Have students search the text to justify their answers.
- Look at the expressions on Luke's and Andrew's faces on p. 15. Discuss what the boys might be thinking.
- "Thanks for helping me," said Luke. Three people helped Luke. Ask students how each person helped.
- Locate words in the text that contain the blend *st*, e.g. *started, still, stand, stood, fast*. Note that this blend can occur in the initial or final position.
- Identify and expand contractions used in the text, e.g. *I'm, I'll, Don't, Here's*.
- Revise that words written in bold type require more emphasis.

Comprehension

- What job did Mr Gray give Luke? (*Literal*)
- Why did Luke move the rakes before he jumped on the pile of leaves? (*Inferential*)
- Is Andrew a good friend to Luke? Why? (*Inferential*)

Follow-up activities

- Have follow-up discussions about saving to buy something special, and about helping grandparents or elderly friends with small jobs around their homes.
- Discuss when this story took place in relation to the seasons of the year. Collect some autumn leaves and make some crayon rubbings.

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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