

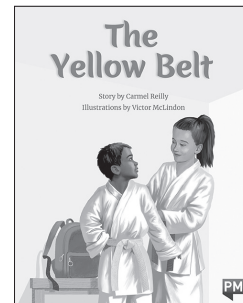
# The Yellow Belt

PM Level 16

Orange

**Text Type** Narrative

**Running Words** 348



## Preparing for Guided Reading

### Prior Knowledge

- Students should have a basic understanding of what the sport of karate is, and how it is necessary to go through a test to show that you know the moves to progress to the next belt colour.
- Students should be familiar with the structure of a narrative and how a text can be organised into chapters.

### Orientation to the Text

- Noah is excited to have his first karate grading test, but he has forgotten his white jacket. Although a kind girl lends him one, he is challenged when he finds the sleeves are too long.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*another, begin, beginner, couldn't, enormous, great, Keep, other, remember, standing*

#### Content Words

*belt, gym, jacket, karate, level, sleeve, test*

### Decoding

- Point out contractions, such as *couldn't* and *It's*, as you read. Discuss what each of the contractions is short for.
- Encourage students to look for known parts of longer words to help them read accurately.
- Look at the word *gym* on page 4 together. Ask, *How many syllables are in this word? How many sounds?* Talk about the sound that each of the letters makes and ask students to think of other words they know with the same letter-sound combinations.

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *How does the title relate to the picture? Who do you think the story will be about?*
- Read pages 2–3 together. Ask, *Have you ever felt like Noah? What couldn't you wait to do?*

- Continue to page 5. Talk about when students have forgotten something. Ask, *How is Noah feeling? Is that how you felt when you forgot something?*
- Point out the word *standing* on page 6. Ask, *What is the base of this word? What has been added to the base?*
- Read page 8 together. Ask, *Which words on this page tell us the order in which things happened?*
- Continue to page 12. Ask, *Can you understand how Noah felt? Why? What do you think he will do next?*
- Read to page 16 together. Ask, *What happened in the end? Does this remind you of any other books you have read?*
- Re-read the text together and find all the words ending in 'ing'. Ask students what they notice about bases ending in 'e' when 'ing' is added.

### Comprehension

- What did Noah borrow from the girl? (*Literal*)
- How would you describe the girl who lent Noah the jacket? Why? (*Inferential*)
- What do you think Noah had to do to get ready for his karate test? (*Applied Knowledge*)

### Follow-up Activities

- Watch a video or read a book together to learn some of the steps that someone with a white belt in karate has to know to become a yellow belt. Ask students to describe whether or not they like karate.
- With students, talk about what it takes to be good at karate, discussing both physical skills and personal qualities, such as persistence. In pairs, have students choose another sport and list what it takes to be good at that sport. Share students' responses and ask them to identify any traits that are needed for most or all sports.
- Return to the final chapter of the text and invite students to suggest alternative endings for the story. Choose one of their ideas and construct a new resolution together. Discuss which ending students prefer and why.

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## Learning Intentions

- We are learning to make connections with what we read.
- We are learning to recognise the base of a word to help us read.

• \_\_\_\_\_

## Success Criteria

- I can describe how the story or character reminds me of events in my life or other books I have read.
- I can find the base of words ending in 'ing'.

• \_\_\_\_\_

## Guided Reading Notes

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