

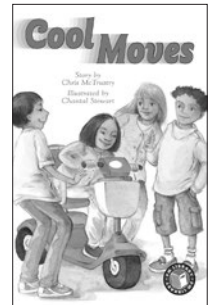
# Cool Moves

PM Level 29

Sapphire

**Text Type** Narrative

**Running Words** 2360



## Preparing for Guided Reading

### Orientation to the text

- Melody Hope is known for her cool moves for more than one reason – not only is she so slick in her wheelchair that the kids at school call her ‘Hot Wheels’, she’s also an ace on the chessboard. But when Melody hears that Iggy Pike is going to be her next opponent in the chess tournament, she is surprised, to say the least. Iggy Pike is only known for riding his skateboard and playing on his PC. Yet Melody isn’t worried, she is confident she’ll beat Iggy – until her wheelchair goes ‘mysteriously’ missing just before the big match! Luckily Melody never loses her cool.

### Prior knowledge

- Observe the cover. Ask students to predict why the story is called *Cool Moves*. Introduce the idea of *ambiguity*. Could *cool moves* mean more than one thing?
- Explain that one of the characters in this story has a disability. Discuss what ‘disability’ means. For example, being scared of the dark, unable to sleep with the door shut, unable to swim, impatient – are these forms of disabilities?
- Ask the students if they have ever played chess? Briefly outline chess experiences and the term *checkmate*.

## Building the Balanced Reader

### Grammatical conventions

- Discuss the use of dashes and ellipses in creating pauses in sentences.
- Locate hyphenated adjectives, e.g. *good-naturedly*, *three-hundredth*. Point out that the adjectives are connected because in combination they provide a description. Independently these words would not make sense as part of the description.
- Ask students to locate pronouns used in the text and decide if the text is written in first, second or third person.

### Vocabulary

#### Key vocabulary

*bugged, chariot, checkmate, congested, congratulations, dubbed, engage, exact, frantically, gesturing, harassment, interjected, menacingly, miraculously, opponent, opposition, overconfident, promoted, referee, sabotage, therapy, thrashing, tournament*

### Spelling

- Break compound words into two smaller words to assist with correct spelling, e.g. *wheelchair*.

### Visual Literacy

- Discuss Iggy’s body language in the illustration on p. 21.
- Make a list of adjectives that describe how Carlo would be feeling in the illustration on p. 24.

### Focusing on the story – guided reading

- Read the first page out loud and discuss how a person’s actions and comments can lead us to draw conclusions about them. For example, Tara’s comment, “*Oh, I believe they call that check*” is peppered with sarcasm. Discuss what *sarcasm* is and how it is different to *good humour*.
- Ask students to silently read to the end of Chapter 2, then ask, *What was the real cause of Tara’s behaviour? Why did Melody and Carlo swap amused looks?*
- Encourage students to jot down their experiences with ‘poor losers’ and ‘poor winners’.
- Life is sometimes referred to as a chess game. Discuss what this means.

### Comprehension

- What was first prize in the chess competition/ (Literal)
- Why did Carlo tell the chess referee that Melody could hear perfectly? (Inferential)
- Why does Melody drop the bet at the end of the story? (Applied Knowledge)

### Follow-up activities

- Encourage students to locate some simple rules for playing chess. Locate a chess board and pieces to use in the classroom and allow students to learn how to play the basic game.
- Ask students to retell occasions when people have been *sabotaged* in their pursuit of a goal.

# Cool Moves

Date \_\_\_\_\_

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## Learning Intentions

- We are learning to understand a range of concepts that occur in the text.
- We are learning to understand more complex vocabulary as it relates to specific events in the text.

• \_\_\_\_\_

## Success Criteria

- I can identify and discuss concepts that occur in the text.
- I can understand and use more complex vocabulary when I discuss events that occurred in the text.

• \_\_\_\_\_

## Guided Reading Notes

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