

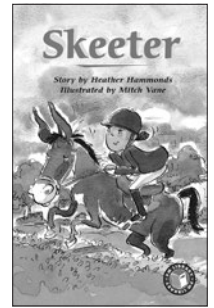
Skeeter

PM Level 29

Sapphire

Text Type Narrative

Running Words 2517



Preparing for Guided Reading

Orientation to the text

- Carmen watches the other kids riding their horses and longs for one of her own. So when Carmen's dad announces that he has found her a horse, she couldn't be happier, that is, until she sees him. Skeeter is dirty and strange looking. Worse still, Skeeter isn't even a horse – he's a mule! The kids at school laugh at Skeeter, but Carmen refuses to let it get to her and decides to enter Skeeter in the annual cross-country race. Carmen discovers that a little patience and a lot of practice pays off, as Skeeter proves that he's just as good as a horse.

Prior knowledge

- Read the title of the book and observe the cover illustration. Ask students to predict what text type this book may be. Chart or list the features they may see inside the book (eg. dialogue, paragraphs). Flick through the pages to establish whether the book is in fact a *narrative*.
- Discuss where the name Skeeter may have come from. What images does the name conjure? Consider the derivation of the word.
- Read the first two paragraphs to the students. Make predictions about possible story lines.

Building the Balanced Reader

Grammatical conventions

- Discuss common proverbs and how they may be applied to events that occur in the text.
- Revise the correct punctuation for direct speech.
- Identify specific verbs that describe the action in the text, e.g. *flicked, bared, struggled, trimmed, skidded*.
- Discuss the purpose and effect of the ellipses used throughout the text.

Vocabulary

Key vocabulary

accidentally, brayed, bridle, competitors, congratulated, dismay, exchange, intervals, pricked, smugly, snickering, sniggered, splendid, stable, stationed, stubborn, thoroughbred, wayward

Spelling

- Distinguish between the words *practise* and *practice*. Encourage students to use these words correctly in oral and written sentences.

Visual Literacy

- Before Skeeter arrived, what did Carmen visualise him to look like?
- Discuss how the illustrator indicates what Carmen is thinking.

Focusing on the story – guided reading

- Ask students to silently read to the end of p. 9, then ask, *What are some of the reasons for Carmen's initial reaction when she sees Skeeter? Is Carmen selfish? How would you have expected Carmen's father to react?*
- Encourage students to reflect on their own personal experiences of when their dreams didn't come true, or when they experienced disappointment. List a series of more tactful responses for Carmen to give her father.
- Discuss the general organisation of narratives (i.e. orientation, complication and resolution).
- How was the 'complication' to this story introduced? What further complications may possibly occur? Identify possible resolutions to the problem.

Comprehension

- Why was Carmen's horse 'free'? (*Literal*)
- What did Carmen do to win Skeeter's trust? (*Inferential*)
- How might Gilbert change his attitude towards Carmen and Skeeter after the race? (*Applied Knowledge*)

Follow-up activities

- Direct students to locate information that compares horses and mules. Ask students to draw a table that summarises the differences.
- In pairs, ask students to have a humorous conversation between Gilbert and Carmen after she and Skeeter won the race. Record these on an audio device and play back for other students to hear and enjoy.

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