

# The Race

PM Levels 5/6

Red

**Text Type** Recount

**Running Words** 88



## Preparing for Guided Reading

### Orientation to the Text

- Explain that a recount tells a series of events that have happened.
- Read the title and discuss the cover photograph. Explain that the title provides the reader with an indication of what the events are about. Introduce the main characters.
- Turn to the title page. Read the chapter headings and locate them on the relevant pages. Explain that each chapter is an event.
- Discuss each chapter. Study the photographs and ask questions beginning with *who*, *where*, *when* and *what*. Encourage prediction followed by confirmation or further prediction as the photographs are discussed. Emphasise the order of events in a recount.
- Explain the purpose of the glossary on page 16. Find the glossary words within the book. Talk about how a glossary aids meaning.

### Prior Knowledge

- This recount is the first book in the series about Anna and her family. Anna's family has an interest in sports.

## Building the Balanced Reader

### Concepts About Print

- Introduce the structure of a sentence.
- Revise capital letters and full stops.
- Understand the concept of first and last words.

### Vocabulary

#### Key High-frequency Words

*back, came, liked, some, they, today*

#### Content Words

*fast, Kate, line, Milly, race, shoes, Tom*

### Decoding

- Encourage quick recognition of high-frequency words.
- Model decoding skills that teach students how to use their developing knowledge of phonemes to decode consonant-vowel-consonant words, e.g. *h-a-d*, *r-a-n*, *b-a-ck*.
- Find two words in the compound word *today*.
- Discuss the ending *-ed* in *looked* and *liked*.

- Discuss these irregular past tenses: *came*, *ran*, *won*.
- Revisit capital letters at the beginning of names, e.g. *Mum*, *Dad*, *Tom*, *Milly*, *Kate*.

### Fluency and Phrasing

- Teach students to pause at line breaks. Demonstrate how this enhances their ability to read with natural phrasing and fluency.
- Reinforce the structure of a recount. Find the time and sequence word *today* that indicates *when* the race took place. Locate words within sentences that tell *who* went to watch Anna run in the race and *where* the event was held.

### Focusing on the Book – Guided Reading

- Invite students to retell the events in the sequence in which they happened.
- Find the adjective that describes Anna's shoes, i.e. *blue* in *my blue shoes*. Discuss other attributes that are sometimes used to describe shoes, e.g. *red*, *best*, *new*, *old*.
- Revisit the purpose of full stops.
- Explain the purpose of the quotation marks and exclamation marks in the sentence: *The teacher said, "Go!"*.

### Comprehension

- Why did Mum and Dad and Tom go to school? (*Literal*)
- Who else ran in the same race as Anna? (*Literal*)
- In her race, where did Anna have to run up to and back? (*Literal*)
- What happened when the teacher said, "Go!"? (*Inferential*)
- Which sentence tells you that Anna came first in her race? (*Inferential*)
- Why did Anna look for her mum and dad and Tom after the race? (*Inferential*)

### Follow-up Activities

- Discuss students' experiences of running in a race at a sports event. Talk about where the events were held and who was there. Provide an opportunity during shared, guided or independent writing for students to use ideas from this discussion in their own writing.

# The Race

Date \_\_\_\_\_

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## Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to make connections with the text.

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## Success Criteria

- I break word up by using my knowledge of letters, sounds and spelling patterns to help me to read unknown words.
- I can make and discuss connections between the text and my own life.

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## Guided Reading Notes

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