

# My Mini-Golf Party

PM Level 14

Green

**Text Type** Recount

**Running Words** 234



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with what mini-golf is and how it is played.
- Students should understand that there are different ways to celebrate birthdays.

### Orientation to the Text

- A boy and his friends play mini-golf to celebrate his birthday. Once they have worked their way around the course, they go to the party room for some food.

### Key Language Structures

- A range of punctuation is used, including hyphens, apostrophes of possession and exclamation marks.
- The recount is set in the past tense, with both regular and irregular verb forms included –*helped, played, came, was*.

## Building the Balanced Reader

### Vocabulary

**Key High-frequency Words**

*before, Maybe, started, There, things, times, took, try, was, were*

**Content Words**

*birthday, green, hole, mini-golf*

### Decoding

- Support students to look for letters that go together, such as blends, to help them break down unfamiliar words.
- Look at the word *green* on page 4. Ask students to suggest any other 'een' words that they know.

### Fluency and Phrasing

- Ask students to share a sentence about one thing they did yesterday, then read the first sentence of the text. Have students practise reading the text in the same way that they would speak.

### Focusing on the Book – Guided Reading

- Look carefully at the cover photos and read the title of the book. Discuss with students what a mini-golf course is and how there are obstacles to pass through before you can get the ball into the hole.

- Read page 2 together. Explain that the text type is a recount and page 2 is the introduction. Ask students to tell you in one sentence what happened on the page.
- Continue to page 4. Point out the labels on the page. Ask, *Why do you think the author decided to include these?*
- Read page 8. Ask, *What adjective is used to describe the box?* Look at the picture on page 9 together and talk about other words that the author could have used instead of *blue*.
- Continue to page 11. Discuss the events that have happened in the recount since the introduction.
- Look at pages 14–15. Point out the word *good* and ask students to suggest other words that could be used to describe the food.
- Read to the end of the text. Ask, *How did the recount finish?*

### Comprehension

- Who came to the boy's mini-golf party? (*Literal*)
- How would you describe Deeba? Why? (*Inferential*)
- Do you think mini-golf is an easy game to play? Why or why not? (*Inferential*)

### Follow-up Activities

- Complete a 'Who, When, What, Where, Why' chart together, discussing and recording the important elements of the text. Ask students whether they thought the text gave them enough information or if they still have questions about what happened at the mini-golf party.
- Have students complete their own 'Who, When, What, Where, Why' chart about something interesting that has happened in their lives recently. Encourage them to think about what other people would want to know about the event. Students can then explain their charts to the rest of the group and answer any questions.
- Drawing on the text and students' own experiences, compile a list of the vocabulary used when playing mini-golf, such as *hole, green, club* and *obstacle*. Give each student or pairs of students one of the terms to draw a picture of and support them to write a simple definition. Compile their finished pieces into a mini-golf dictionary.
- Make a simple mini-golf course in the classroom or schoolyard. Involve students in designing appropriate obstacles and use empty tins for the holes. Allow students the opportunity to have a turn playing mini-golf, then talk about whether or not they liked it.

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## Learning Intentions

- We are learning to identify and use adjectives.
- We are learning about the parts of a non-fiction text.

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## Success Criteria

- I can find describing words in the text.
- I can suggest other words that could be used instead of a describing word.
- I can describe the beginning, middle and end of a recount.

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## Guided Reading Notes

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