

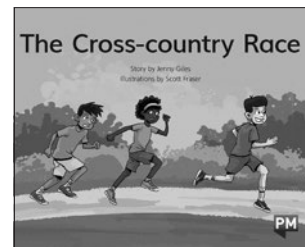
The Cross-country Race

PM Level 14

Green

Text Type Narrative

Running Words 257



Preparing for Guided Reading

Orientation to the Text

- Organise students into teams (of mixed gender) and have some races in the school grounds. Talk about the races beforehand and ask, *What will happen? Who will win?*
- Back in the classroom, write a shared story about these races. In this way, students can see that every race or sporting event follows a 'story form', the problem of who will win and its solution.

Prior Knowledge

- This is the third book about Tim, Michael, Anna and their teacher, Mrs Hill. The story is about running races, friendship and being in touch with one's feelings.
- This book introduces a new skill – how to interpret a *picture map*. Another new skill is reading words in capitals, e.g. **START** and **FINISH** on p. 3, **GO** on p. 9.

Key Language Structures

- Some sentences contain two independent clauses, joined by a conjunction, e.g. *Tim looked back and saw Michael on the ground.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

behind, cheer, every, everyone, ground, meet, past, round, start

Content Words

cross-country, marks, runners, warm, winning

Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments.

Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e.g. *Read that sentence again. The words have to make sense and sound right.*

- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ... ? How did you know that word was ... ?*
- Emphasise reading with fluency that encompasses understanding. Read sentences from the text to model changes in tone, pitch and volume.

Focusing on the Book – Guided Reading

- Look at the cover title and pp. 2–3. Explain cross-country racing to students.
- On pp. 4–5, take time to trace the route the runners will follow. Read the phrases and tie them to the illustrations to further develop meaning. Then read the text.
- *Tim wanted to win. He **was** winning.* These sentences on p. 10 are very important. If students understand Tim's emotions here they will understand the nature of his sacrifice on p. 12.
- Read p. 12. Interesting discussion should arise from the fact that Tim's desire to help his friend was stronger than his desire to win the race. This is a story about a value judgement.
- Discuss why capital letters are often used in signs. Compare *Start* with **START**, *Finish* with **FINISH**, *Go* with **GO**.

Comprehension

- What happened to Michael during the race? (*Literal*)
- Why did students have to warm up before they went for a run? (*Inferential*)
- How did Michael feel when Tim stopped to help him? (*Inferential*)

Follow-up Activities

- Read the story again to students from p. 10. Encourage students to suggest words that bring out the full meaning of friendship in this situation.
- Study the cross-country course in the book on pp. 4–5. Discuss with students the idea of planning their own cross-country or obstacle course. Ask students for their suggestions.
What should we do first?
Where will the course go?
How can we tell if the course is too easy or too hard?
- Discuss the importance of keeping fit and having a healthy body. Ask students to plan some fitness activities for the next day. Model some ideas.

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Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell the events in the text and include details that elaborate on the main ideas.

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Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.

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Guided Reading Notes

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