

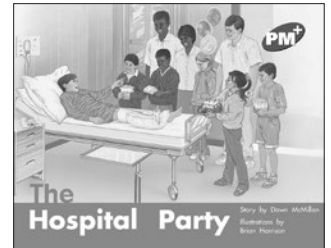
The Hospital Party

PM Level 14

Green

Text Type Narrative

Running Words 236



Preparing for Guided Reading

Orientation to the Text

- Re-read *My accident* (PM level 2/3). Invite students who have had accidents and been admitted to a hospital ward to talk about their experiences.

Prior Knowledge

- Many students will sympathise with Adam when he is unable to attend his friend's birthday party. The context of this story encourages readers to predict, check and confirm until a very satisfactory ending becomes evident.

Key Language Structures

- Some sentences contain two independent clauses, joined by a conjunction, e.g. "You can't come to my house, so we are going to have the party here."

Building the Balanced Reader

Vocabulary

Key High-frequency Words

himself, nurse, sad

Content Words

hospital, party, popcorn

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

- Read the title together and discuss the cover illustration. Inform students that a broken leg requires a short stay in hospital.

- Talk about why Adam is unhappy. Invite students to share reasons why they have sometimes been unable to attend special events.
- Discuss activities that keep children occupied while in bed. Talk about the responsibilities of nurses towards their patients.
- Encourage students to suggest what might happen next, then read on to confirm their predictions.
- Compare the different forms of greetings used by friends. Invite students to comment on the special friendship between Adam and Tim.
- Revise the compound words *birth/day, pop/corn, to/day*.
- Find the base word *broke* in *broken*.
- Clap the syllables in the words *hos/pi/tal, child/ren, bro/ken* and *par/ty*.
- Recognise the sound 'ar' in: *card, party*. Make a list of other words that contain this sound.

Comprehension

- Why was Adam staying in hospital? (*Literal*)
- How did Adam feel when his Dad came to visit? (*Inferential*)
- How did Adam feel after the party? (*Inferential*)

Follow-up Activities

- Talk about times when students have been unable to attend special events. Invite them to write about their experiences. Ask them to check that their stories tell: what, when and why. Bind the stories together to make a book.
- Have students list activities that they might enjoy if they were confined to bed. Invite them to read their lists aloud. Identify those activities that are more popular than others.
- Invite students to design and make birthday cards or get well cards for friends or family members.

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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