

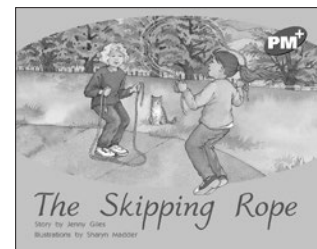
The Skipping Rope

PM Level 14

Green

Text Type Narrative

Running Words 240



Preparing for Guided Reading

Orientation to the Text

- Provide students with an opportunity to show their skipping prowess. Talk about the actions required to keep the rope moving while it is being jumped over.

Prior Knowledge

- Students who can skip, as well as those who can't, will relate personally with the context of this story. Reading becomes personal and meaningful when the reader relates the characters' experiences with their own.

Key Language Structures

- Some sentences contain a dependent and an independent clause, e.g. *Then she jumped as it came down to her feet.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

ground, skip, trip, try, tried

Content Words

ropes, tripped, turned

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

- Introduce the new characters – Abby and Clare. Read the title and discuss the illustration.

- Link the illustrations to students' own experiences. Draw their attention to Abby's despondency when she saw Clare's skipping prowess
- Discuss the way Clare encouraged Abby and the instructions she gave her.
- Highlight Abby's concentration as she tries to master a new skill.
- Note Clare's perception that a shorter rope would be more suitable for Abby.
- Identify Abby's growing confidence as she begins to skip properly.
- Praise Abby's effort, persevering until she was finally successful.
- Encourage the children to reinforce their understandings by linking these ideas with their own experiences.
- Discuss the compound words *outside*, and *without*. Encourage students to identify the two smaller words in the longer word.
- Encourage students to pay attention to features such as bold print and exclamation marks, that help to express the author's intention.
- Find words in the text that begin with: *tr, st, sk, sh, th*. Make a list of other words beginning with the same blends.
- Look at rhyming words: *ground, found, round; skip, trip; play, today*.

Comprehension

- What did Clare get from the shed? (*Literal*)
- What happened when Abby tried to skip? (*Inferential*)
- How did Abby feel when she learned to skip? (*Inferential*)

Follow-up Activities

- Play skipping games, e.g. teach the actions to 'Teddy Bear, Teddy Bear'.
- Talk about new skills students have mastered at home or at school. Discuss the perseverance that is often required when learning a new skill. Scribe students' ideas on a chart. Follow up the discussion with writing and drawing.
- Talk about giving instructions. Re-read p. 4 to identify what Clare said to help Abby learn to skip. With students, write instructions for something they will be able to do independently, e.g. how to make a sandwich.

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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