

Try Again, Hannah

PM Level 14

Green

Text Type Narrative

Running Words 228



Preparing for Guided Reading

Orientation to the Text

- Ask students to tell you words that describe physical exercise, e.g. *walking, running, jumping, twisting, rolling, swinging*. List these words on individual cards. Take students outside and have them do the movements as you call them out or as you hold up each card in turn.

Prior Knowledge

- Hannah is a character who was met for the first time in the story *Where is Hannah?* (PM level 5). In *Try Again, Hannah*, Hannah's friend Kim helps her to overcome her fear and to enjoy success.
- Some new words in this story are well supported by a context that is rich in familiar heavy-duty words.

Key Language Structures

- Some sentences contain two independent clauses, joined by a conjunction, e.g. *She walked slowly along the beam and jumped off onto the mat.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

began, cheered, didn't, start, turn, warm, waved, well

Content Words

coach, display, trampoline

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

- Study the cover illustration. Talk about the gymnastic equipment and ask students, *Why is the story called Try Again, Hannah? Who is the person standing beside Hannah? Why is she there?*
- Read the book with students. Look at the illustration on p. 3 and read p. 2 together. Explain the importance of warming up prior to strenuous physical exercise. Make sure students realise that Hannah is doing warm-up stretches.
- Read the text on p. 10 and study the illustration on p. 11 together. Ask students, *What was Hannah thinking about as she looked up at the bar?*
- Read the text and look at the illustration on p. 13 together. Ask students why the coach wanted Hannah to start again after she fell down onto the mat.
- After reading pp. 14–15 ask students why Hannah changed her mind and decided to try again.
- Discuss the two meanings for the following words: *wave, line, warm, turn*.

Comprehension

- What were students getting ready for? (*Literal*)
- Why did the coach watch students when they were on the equipment? (*Inferential*)
- Why was the coach pleased when Hannah tried again? (*Inferential*)

Follow-up Activities

- After students have heard or read the story a number of times, have them retell it to a friend. They may like to prepare for this informal presentation by drawing a picture or pictures to accompany the story.
- Talk about the different things that students need to practise to improve themselves. Have students draw themselves doing an activity that requires practice and write a caption on a large sheet of paper. When all students have finished, staple the work together to form an enlarged book.
- Talk about the things that the coach and Kim said and did to make Hannah feel better. Discuss the difference between being positive and negative. Encourage students to follow the above model when working with others and viewing work.
- Design a certificate to congratulate Hannah on her gymnastics performance. Talk about the layout, words to be used and illustrations.

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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.
- _____

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.
- _____

Guided Reading Notes

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