

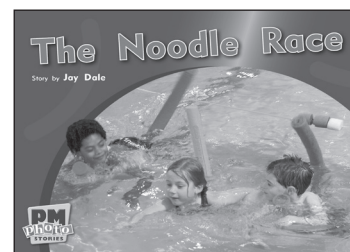
The Noodle Race

PM Level 13

Green

Text Type Narrative

Running Words 199



Preparing for Guided Reading

Prior Knowledge

- Explain the purpose of the buoyancy aid called a *noodle*, used for beginning swimmers.

Orientation to the Text

- In this story, Erin goes to a swimming lesson and is given a noodle to race on. Initially lacking confidence, she soon likens riding the noodle to riding her pony, and builds enough confidence to win the race.

Key Language Structures

- Irregular past tenses: *said, was, were, got, went*
- Adverbs and adverbial phrases add meaning to the nouns in the text, e.g. *today, at the start, down the pool*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

catch, fall, left, ready, start, them, time, were, won

Content Words

Robin, swimming, teacher, noodle, race, Hooray, Tom, Zoë, Erin, horse, Tiffy

Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Build upon students' phonemic awareness and their knowledge of letter-sound relationships. Ensure they are transferring this knowledge when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe the strategies students are using to integrate meaning, language structures and visual information as they read. Explicitly teach students who require further support to cross-check, confirm or self-correct when meaning needs to be regained.
- Emphasise reading with fluency that encompasses understanding. Remind students to adjust the pace of their reading when they encounter new vocabulary.

Focusing on the Book – Guided Reading

- Read the title together and discuss the cover photo. Ask students if they have ever used a noodle before.
- Ask students to look at Erin's expression on p. 2. Have them suggest why Erin might not be happy to be part of the noodle race.
- When Erin gets on the noodle she likens it to riding a horse – something she has done many times before. Ask, *Do you think being a good horse rider would help you to be a good noodle rider?*
- Ask, *Does Erin get off to a good start in the noodle race?*
- Have students describe what happens when Erin swims faster and faster on the noodle.
- Ask, *How does Erin feel about winning the race? Did you think she could do it?*
- Direct students to find words in the story with these endings: *-y, -er, -ing, -ed*.

Comprehension

- Why do you think Erin kept falling off the noodle? (*Inferential*)
- How do you think Erin got past Tom and Zoë and won the race? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: writing the correct colours to complete sentences; writing a subsequent line of text from the story; writing words that end in the given suffixes; choosing correct verbs to complete sentences from the story.
- Have students draw their own noodle. Have them colour it in and decorate it with interesting patterns.
- Talk to students about the way Erin builds her confidence up by thinking of something else she is good at doing – riding her horse. Ask students to write a few sentences about a time when they surprised themselves by achieving something they thought was too difficult.

The Noodle Race

Date _____

PM Level 13

Green

Learning Intentions

- We are learning to use speed, volume and pitch to correctly interpret the text when reading aloud.
- We are learning to think beyond what we are reading.
- _____

Success Criteria

- I can more make changes to my speed, volume and pitch to indicate my understanding of the text.
- I can make predictions and justify them with evidence from the text and/or prior experiences.
- _____

Guided Reading Notes

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