

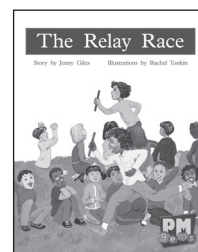
The Relay Race

PM Level 13

Green

Text Type Narrative

Running Words 255



Preparing for Guided Reading

Prior Knowledge

- Discuss the relay race procedure outlined in the story.
- Discuss the meaning of the word *tie* in this context.

Orientation to the Text

- In this story, Miss Bell's class wants to run a relay race like the older children on the track. Miss Bell thinks of an idea for a simpler relay race for the class.

Key Language Structures

- Irregular past tenses: *went, said, ran, came, were, got, fell*.
- Instructions conveyed through dialogue: "Run around the tree with the baton," said Miss Bell.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

around, don't, fell, ready, stop, there, was, were, won

Content Words

children, Kylie, running, relay, races, batons, grass, runners, tie

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

- Ensure that students use the illustrations to predict meaning.
- As students read, have them focus on words with the prefix *a*: *again, around, away*.
- Read the title together and discuss the cover illustration.
- Have students judge which child they think is winning the race at this point.
- Discuss how the older children are spread out around the track, at particular locations. Ask students why this would be important in a relay race.
- Miss Bell decides to organise a simpler version of a relay race. Talk about the way she does this, having the class run around trees with the batons.
- Ask, *Why do you think Kylie becomes upset when the baton falls out of her hand?*
- On p. 13, Zoë is catching up to Kylie. Ask, *Do you think Kylie will be able to start running again in time to win the race?*
- The race seems to be very close on page 14. Ask, *What do you think Miss Bell means when she says the race was a 'tie'?*

Comprehension

- Why do you think the children wanted to have a relay race? (*Inferential*)
- Why do you think the children had to sit down when they had finished running? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: choosing and writing the correct words to complete the sentences.
- Take students outside and recreate the relay race in the story. Use witches' hats instead of trees if necessary.
- Have students think of their own version of a relay race. Direct them to write a short list of rules, and draw a picture of the relay race course.

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Date _____

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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