

The Ukulele Show

PM Level 13

Green

Text Type Narrative

Running Words 219



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with what a ukulele is and have a basic understanding of how it is played.
- Students should understand that sometimes people have to practise often to become good at something.

Orientation to the Text

- Blake doesn't want to be in the Ukulele Club show because he doesn't think he can play the fast, new song they are learning. Encouraged by his friend, Tala, he practises the song over and over until he feels he is good enough to play in the show.

Key Language Structures

- Proper nouns are featured throughout the text for names of people and a song title.
- Apostrophes are used for possessives and contractions throughout the text – *Blake's ukulele*; *Blake's fingers*; *don't*; *Let's*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

don't, more, moved, put, ready, show, started, took, were

Content Words

club, pleased, surprised, ukulele

Decoding

- Encourage students to read to the end of the sentence and return to a word if they are having trouble with it. Prompt them to break down the word and think about what would make sense.
- Look at the word *ukulele* on page 8. Ask, *How do we say this word? What sounds can you hear in it?*

Fluency and Phrasing

- Practise reading the dialogue in the text with students so that it sounds like it would in a real-life conversation.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Discuss what a ukulele is and what other instruments students know of that are similar.
- Read page 2 together. Ask students to find each of the capital letters on the page and discuss why they are there.

- Continue to page 4. Point to the word *ready*. Ask, *What sound does the 'ea' make in this word? Can you find another word with 'ea' in it on this page? Do the letters make the same sound as in ready?*
- Look at pages 8–9. Ask, *How is Blake feeling? How do you know this?*
- Look at pages 12–13. Ask students what they think will happen next in the text and why.
- Read page 14. Discuss what the vowel sound in *Blake* is. Ask, *Can you find another word on this page with the same vowel sound that is made by different letters?*
- Read to the end of the text. Ask, *How do you think Blake is feeling now? Why?*

Comprehension

- What happened when Blake's ukulele string broke? (*Literal*)
- Why wasn't Blake pleased when Mr Hill said the Ukulele Club were going to put on a show? (*Inferential*)
- How was Tala a good friend to Blake? (*Inferential*)

Follow-up Activities

- Invite students to share a time when they have had to practise to learn how to do something, such as tying a shoelace or riding a bike. Talk about how Blake felt at different stages of the story and compare this with how students felt as they learned a new skill.
- Choose a new skill to learn as a group, such as juggling three balls or shuffling a deck of cards. Keep a video or written diary together, recording students' progress and how they are feeling as they learn. Allow time to practise each day and encourage students to share tips to support each other.
- Talk about the story from Mr Hill's perspective. Review the events that he is a part of and discuss what he is doing and why. Together, write a brief description of Mr Hill that shows what he did and what he is like.
- Ask students to each choose a character from one of the books you have read together. Students should use their description of Mr Hill as a model to write their own description of what their character did and what sort of person they are. Have students draw a picture of their character to go with their description.

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Learning Intentions

- We are learning to read longer words.
- We are learning to understand the roles of characters in narratives.

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Success Criteria

- I can discuss and choose the correct vowel sound to use when I read longer words.
- I can explain what each character did in the text.
- I can describe how the characters in the text felt.

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Guided Reading Notes

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