

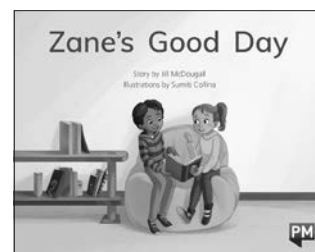
Zane's Good Day

PM Level 13

Green

Text Type Narrative

Running Words 229



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with basic classroom routines.
- Students should have an understanding of what it means to be a good friend.

Orientation to the Text

- When things don't go right for Zane in class, he ends up helping some of the other students. He thinks he is having a bad day, until Ms Rivers points out that he has been a good friend to his classmates.

Key Language Structures

- Apostrophes are used for possessives and contractions throughout the text – *Zane's Good Day*; *Zane's painting*; *It's*; *don't*.
- The story is largely told through direct speech.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

driving, left, more, our, show, There, time, want, was, were, words

Content Words

dinosaur, library, painting, splashed, teacher

Decoding

- Guide students to think about the role of an unfamiliar word in a sentence to help them work it out. For example, is it likely to be someone's name or something that someone is doing?
- Look at the word *splashed* on page 10. Ask, *What is the three-letter blend at the start of this word? What other words can you think of that start with the same blend?*

Fluency and Phrasing

- Instruct students to take note of the punctuation and bold text to help them use appropriate phrasing and expression.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Discuss what the children on the cover are doing and how this might relate to the title of the text.

- Read page 2 together. Ask, *What sound can the letters 'ea' make together? What sound do they make in the 'ea' words on this page?*
- Continue to page 4. Discuss with students the cues on the page that will help them with expression, such as exclamation marks and bold text.
- Look at pages 6–7. Ask, *What sort of person do you think Zane is? What has he done to tell you this?*
- Continue to page 11. Ask, *What would you have done if someone spilled water on your painting? What does this scene tell us about Zane?*
- Read pages 14–15. Discuss what the vowel sound in *good* is. Ask, *Can you find another word on this page with the same vowel sound?*
- Read to the end of the text. Ask, *How do you think Zane is feeling now? Why?*

Comprehension

- Who spilled water on Zane's painting? (*Literal*)
- How would you describe Ms Rivers? (*Inferential*)
- How was Zane feeling at the end of the text? Why? (*Inferential*)

Follow-up Activities

- Discuss with students what it takes to be a good friend. Together, make a list of actions that students can make to be good friends in the classroom and the playground. Encourage students to share their positive experiences of being a good friend.
- Ask students to think about what makes them a good friend. Video each student completing a sentence starter such as *I am a good friend when . . .* or *I am a good friend because . . .* Compile the sentences into a class friendship diary to share with parents.
- Talk with students about what the character of Zane looks like and how he acted in the story. Model drawing and cutting out a picture of Zane and writing what he is like on the back. Ask students to follow your model to draw and describe Ava or Mason from the text.
- Together with students, brainstorm all the different things that Zane could have done when Mason splashed water on his painting. Choose one of their ideas and write a shared story that explores what happened.

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Learning Intentions

- We are learning to read longer words.
- We are learning to understand the role 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