

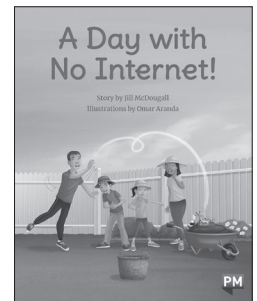
A Day with No Internet!

PM Level 17

Turquoise

Text Type Narrative

Running Words 429



Preparing for Guided Reading

Prior Knowledge

- Students should understand what Wi-Fi is and why it is necessary to access the internet. They should also be familiar with how people use technology and related vocabulary, such as *tablet* and *internet*.
- Discuss the difference between fiction and non-fiction texts with students, and introduce a narrative as a fiction text.

Orientation to the Text

- The Wi-Fi stops working at Annabel's house and she has nothing to do without internet access – until she spots a book of fun family games. After her mum, brother and then her dad get involved, they discover life without the internet has its benefits!

Building the Balanced Reader

Vocabulary

Key Vocabulary

dropped, glad, laughing, scoop, should, stopped, think, upset, while

Content Words

backyard, connect, cute, feed, internet, laptop, noise, tablet, tapped, voice, Wi-Fi

Decoding

- Talk about the contractions in the text as students encounter them, and discuss what each of them is short for.
- Discuss the different sound that the past-tense 'ed' makes on the end of words, such as *tapped* and *shouted*.
- Look at the word *internet* together on page 6. Ask, *What smaller words can you find in this word?*

Focusing on the Book – Guided Reading

- Look at the front cover of the book. Ask, *Where is the title of the book? What does it tell you about the story?*
- Explain what an orientation to a narrative is and read pages 2–3 together. Ask, *Who is this story about? Where does the story take place?*

- Continue to page 5. Model reading the page with expression for students. Ask, *What cues are on the page to help you know what expression to use?*
- Continue to page 9. Talk about the complication in a narrative as the problem the characters encounter. Ask, *What is the complication in the story? What might be some solutions to the problem?*
- Look at the dialogue on page 10. Ask, *How would you say this in real life?* Practise reading the page with expression together.
- Read page 14 together. Ask, *How is Dad feeling? How could you show this in your reading?*
- Read to page 16 and talk about the resolution of a narrative as explaining how the problem was solved. Ask, *How did Annabel solve the problem? What else happened?*
- Re-read the text together, focusing on using appropriate expression, especially for the direct speech.

Comprehension

- What was Annabel doing when the Wi-Fi stopped working? (*Literal*)
- Why do you think Dad was surprised to see the family playing together when he got home? (*Inferential*)
- What would you do if you had no internet? (*Applied Knowledge*)

Follow-up Activities

- Instruct students to talk with a partner about a different resolution for the story's complication. Invite students to share their ideas and talk about how they thought of them.
- Conduct a screen-time survey with students to see how much time they spend on the internet each day. Make a simple picture graph of the results. Talk about ways that students can reduce their screen time.
- Ask students to talk to their grandparents or other older people about the games they played when they were young, before there was internet. Try out some of the games as a group. You may also like to hold a vintage games afternoon, with students' older family members as special guests.

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Learning Intentions

- We are learning to identify the parts of a narrative.
- We are learning to read with expression.

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Success Criteria

- I can find and describe the title, orientation, complication and resolution of a narrative.
- I can use speech marks to help me make my reading sound interesting.

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Guided Reading Notes

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