

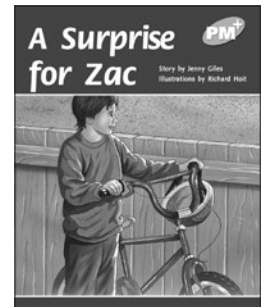
# A Surprise for Zac

PM Level 17

Turquoise

**Text Type** Narrative

**Running Words** 336



## Preparing for Guided Reading

### Orientation to the text

- Encourage students to share experiences that demonstrate their understanding of the word *surprise*. Confirm the meaning of *surprise* by using a dictionary.

### Prior knowledge

- A bike track that has been developed next to Zac's grandparents' house is the exciting surprise awaiting Zac. His obvious delight reinforces the pleasure that surprises usually bring.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*anywhere, bring, grandparents, heard, whenever, wonder*

#### Content Words

*backyard, grandfather, knew, many, nowhere, rode, wish*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge, thinking aloud, attending to details in illustrations and attending to print details.

### Focusing on the story – guided reading

- Read the title. Introduce Zac, who is a new character to **PM Plus**. Discuss the cover and title page illustrations. Point out Zac's bike and ask students to guess what they think he is looking at over the fence.
- Discuss why it is not possible for Zac to take his bike to his grandparents' house.
- Predict what Zac's surprise might be. Explain that the dots indicate the sentence was not finished.
- Notice Zac's downcast expression. Discuss reasons why Zac's grandparents' backyard is unsuitable for riding a bike.

- Study the illustration of the bike track. Identify those features that make it *the best track that Zac had ever seen*. Talk about Zac's feelings and the friendliness shown by Matt and Lucy.
- Extend students' vocabulary beyond the text. Help them to generate a list of action words linked to bike-track riding, e.g. skidding, racing, etc.
- Talk about the different emotions Zac went through when he couldn't take his bike on holiday, and when he arrived and couldn't find anywhere to ride. How did he feel when he discovered the track his grandad helped to build for him?

### Comprehension

- Where was Zac going? (*Literal*)
- How did Zac feel when he first saw the track? (*Inferential*)
- Why didn't Zac's grandparents tell him about the track? (*Inferential*)

### Follow-up activities

- Recall the meaning of *surprise*. On the whiteboard, write about a shared classroom surprise. Ask students to write about pleasant surprises they have had. Remind them to check that their writing includes details of what, when, who and where.
- Revise the conventions of letter writing. Invite students to write letters from Zac to his parents telling them about the surprise.
- On a chart, have small groups list the rules that make bike riding safe and enjoyable. Have students add illustrations before sharing the information with other class members.
- Talk about the features of a bike track. Provide the children with card, tape, scissors, etc. As a shared activity, have students make models of bike tracks with exciting and challenging features.
- Read and discuss compound words, e.g. *anywhere, nowhere, grandparents, inside, outside, backyard, whenever*.
- Discuss the use of capital letters in the text, and why they have been used.
- Talk about past tense verbs, e.g. *ride, rode; hear, heard; know, knew*.
- Discuss and expand the contractions *couldn't* and *wouldn't*.

# A Surprise for Zac

Date \_\_\_\_\_

PM Level 17

Turquoise

## Learning Intentions

- We are learning to explicitly refer to the illustrations to gain a deeper level of understanding of the text.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.

• \_\_\_\_\_

## Success Criteria

- I can use the illustrations to provide additional information to help me understand the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

• \_\_\_\_\_

## Guided Reading Notes

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