

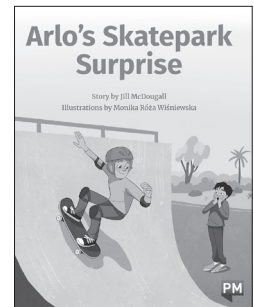
# Arlo's Skatepark Surprise

PM Level 22

Gold

**Text Type** Narrative

**Running Words** 761



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with what a skateboard looks like and have a basic understanding of how it is used. They should also know what a skatepark is.
- Talk about the structure of a narrative, including the orientation, complication and resolution, before students start reading.

### Orientation to the Text

- Callum tries to involve his new friend, Arlo, in playing soccer and basketball with his friends, but Arlo is terrible at them both, even though he tries very hard. So, Callum is very surprised when Arlo shows off his amazing skateboarding skills at the new skatepark. Callum realises that Arlo's persistence has helped him to master his skateboarding tricks.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*Afterwards, anxiously, awful, brilliant, course, difficult, doesn't, easily, everybody, explained, nervous, properly, realise, smoothly, struggled, stubborn, usually, wasn't*

#### Content Words

*built, court, gliding, hasn't, hopeful, landed, landing, kickflip, pitch, skateboard, skateboarding, spoke*

### Decoding

- Talk about the contractions in the text as students encounter them and discuss what each of them is short for.
- Encourage students to scan ahead as they read to help them anticipate what is coming up.
- Look at the word *hopeful* on page 15 together. Ask, *What is the base of this word? What other words do you know that end in the same suffix?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *Which of the two boys do you think is Arlo? What can you see happening in the picture?*
- Read pages 2–3 together. Ask, *What do you know about Callum so far? What parts of the text tell you this?*

- Point out the word *anxiously* on page 2 and explain that it is an adverb. Ask, *Why do you think the author included this word? What does it tell us about the character of Arlo?*
- Ask students to find the adverbs on page 4 of the text. Ask, *How did you know these words were adverbs? What extra information do they give us?*
- Continue to page 7 together. Ask, *What have you learned about Arlo as a person? How do you know this?*
- Read to page 11. Ask, *What can you tell me about the two main characters now? Which parts of the text tell you this?*
- Look for the adverbs on page 15 together and talk about which verb each one relates to. Re-read the page without the adverbs and discuss how students' understanding of what is happening is different without them.
- Read page 16 together and ask, *What did Callum do on this page? What does this tell us about him?*
- Continue to the end of the story. Ask students to give you three words to describe Callum and three words to describe Arlo. Ask, *Who else was in this story? What do we know about the other characters?*

### Comprehension

- Which part of a skateboard is the deck? (*Literal*)
- Why do you think Arlo asked quietly if he could try to kick the ball again when he was playing football? (*Inferential*)
- Do you think skateboarding or playing basketball is easier? Why? (*Applied Knowledge*)

### Follow-up Activities

- On a sheet of paper, make a list of all the adverbs from the text in one column and the verbs they relate to in another column. Mix and match the adverbs with the verbs and talk about situations when students might use particular combinations, such as 'whispered excitedly' or 'bounced sadly'. Invite students to add other adverbs to the list and talk about which verbs they go well with.
- Show students an additional illustrated text or video demonstrating skateboarding tricks. Discuss the names of the tricks and how they connect to the actions involved. Together, practise some of the moves required for the tricks without a skateboard, and ask students to come up with creative ways to show what a particular trick is like, using their hands or other materials.

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## Learning Intentions

- We are learning to identify and describe characters in a narrative.
- We are learning to identify how authors add detail to what they write.

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## Success Criteria

- I can list the characters in the story.
- I can describe what the characters are like using events from the story.
- I can find adverbs ending in 'ly' and describe how they add meaning to the story.

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## Guided Reading Notes

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