

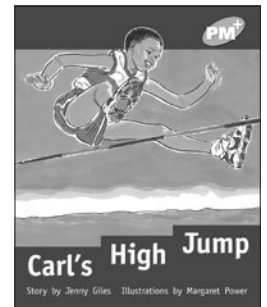
Carl's High Jump

PM Level 22

Gold

Text Type Narrative

Running Words 741



Preparing for Guided Reading

Orientation to the text

- Discuss sports day events that the children have participated in. Talk about the need to practise if you hope to do well.

Prior knowledge

- Carl usually comes second or third in the sprint races on sports day, but this year he wants to win an event ... just once! To help himself achieve his goal, he sets up a high jump at home.

Building the Balanced Reader

Vocabulary

Key vocabulary

afterwards, area, cleared, difficult, everybody, explained, further, managed, usual, usually, wasn't

Content Words

airbed, champ, champion, clattered, competition, easily, events, excellent, low, nervous, sprint

Decoding

- Encourage automatic recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and the events in the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Examine the cover and title page illustrations. Have students predict what the story might be about.
- Search the text for experiences that students will be familiar with, e.g. school sports day, Carl's desire to win an event.
- Discuss the need for warm-up exercises before any physical activity. Talk about gradually building up fitness levels in preparation for long-distance races. Ask, *How does Shaun encourage Carl?* Point out that Carl has done a scissors jump. Discuss the actions required.
- Search the text for examples of Carl's ingenuity.
- Discuss Carl's growing confidence.

- Encourage students to talk about how they feel when their parents come to watch them perform.
- Recall Carl's determination to be successful and how practice helped him improve his chances of success.
- Discuss interesting verbs, e.g. *flopped, puffed, cleared, balanced, leapt, clattered*.
- Revise emotive words that explain how characters are feeling at various times in the text, e.g. *groaned, grinned, pleased, nervous*.
- Revise positional vocabulary: *first, second, third, beginning, middle*.
- Discuss sentence beginnings, e.g. *This year ..., Every year ..., First of all ..., That weekend ...*
- Revise dictionary skills. Identify interest words that relate to sports day, e.g. *sprint, event, champion, competition*, etc. Find these words in a dictionary. Discuss their meanings.

Comprehension

- What equipment did Carl use to practise high jump at home? (*Literal*)
- What do high jumpers get three tries at each height? (*Inferential*)
- What should have Carl and Shaun have done when they ran in the track race? (*Applied Knowledge*)

Follow-up activities

- List problems that Carl met in his desire to come first at something. Record what he did to solve them.
- Brainstorm types of competitive events e.g. dancing, gymnastics, singing, etc. Have students research one event and give an oral presentation.
- Talk about how practice helps you to improve. On large sheets of paper, have students write about and draw activities where practice helped them to improve. Staple the sheets of paper together to form an enlarged book.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences, vocabulary in the text, and potential solutions to the problem encountered by the characters.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, personal experiences, vocabulary and potential solutions to the problem presented in the text.
- _____

Guided Reading Notes

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