

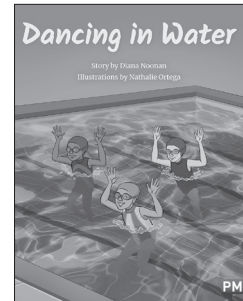
Dancing in Water

PM Level 21

Gold

Text Type Narrative

Running Words 671



Preparing for Guided Reading

Prior Knowledge

- Discuss students' experiences with swimming and ensure they have a basic understanding of what artistic swimming is.
- Students should also be familiar with what to expect in a narrative in terms of the orientation, complication and resolution.

Orientation to the Text

- Skylar's favourite thing to do is dance. So when the doctor tells her she needs to rest her sore ankle for a year, she is devastated. Luckily, her teacher, Ms Puri, thinks of another way to put Skylar's dancing talents to good use.

Building the Balanced Reader

Vocabulary

Key Vocabulary

amazement, beat, became, beneath, calm, colourful, dance, different, direction, edge, enjoy, famous, float, guess, invite, listened, miserable, replied, sensed, since, sure, We'd, welcome, whole

Content Words

artistic, clip, costumes, dive, gracefully, Olympic, rest, thoughtfully, What's

Decoding

- If students misread a word, prompt them to slowly move their finger beneath the word to help confirm that what they read matches what they are seeing.
- Point out the 'ing' suffix to students as they read to help them break down longer words.
- Look at the word *artistic* together. Ask, *What is the base of this word? What has been added to the base?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What do you think is happening in the picture? How does this relate to the title of the book?*
- Read pages 2–3 together and point out the word *gracefully*. Explain that it is an adverb and adds detail to the verb in the sentence. Ask, *What is Skylar doing gracefully? What does this tell us about Skylar?*

- Continue to page 5 together. Ask, *How do you think Skylar is feeling? What information in the text tells you this?*
- Read page 6 with students and explain that many adverbs end in 'ly'. Ask, *Which words on this page are adverbs? Why do you think the author included them?*
- Read to page 8 together. Ask, *Why do you think Ms Puri wanted to help Skylar? What makes you say that?*
- Continue to page 17. Ask, *Why do you think Skylar was so worried? What does this tell us about her?*
- Point out the word *thoughtfully* on page 21. Ask, *What sort of word is this? What extra information does it add to the sentence?*
- Read to page 23 together. Ask, *How would you describe Skylar's mum? What events in the book or in your own life make you think this?*

Comprehension

- Who was the Under 10s artistic swimming coach? (*Literal*)
- Why do you think Rachel asked Skylar if she had ever been to dance class? (*Inferential*)
- What skills do artistic swimmers need? (*Applied Knowledge*)

Follow-up Activities

- Watch some online videos showing artistic swimming. Ask students to think about words and phrases they could use to describe what they see, and to share their ideas with a partner. Allow some time for students to report back to the rest of the group. Then, individually or in pairs, ask students to write an acrostic poem about artistic swimming.
- Introduce the word 'synchronised' to students and talk about how it relates to artistic swimming. In small groups, ask students to put together a short, synchronised dance routine to a piece of music. Hold a performance afternoon and invite parents and carers to watch students' routines.
- With students, research other water-related events that take place at the Olympics, such as diving and water polo. Discuss the skills that each event requires and what it takes to be on the Olympic team. Make a list of verbs that apply to the sports. Then, invite students to suggest appropriate adverbs that give further information about what it is like to participate in the sport.

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Learning Intentions

- We are learning to make inferences about what we read.
- We are learning to identify how authors add detail to what they write.

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Success Criteria

- I can use the text and my own knowledge to suggest why characters behave in particular ways.
- I can find adverbs ending in 'ly' and describe how they add meaning to what I am reading.

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Guided Reading Notes

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