

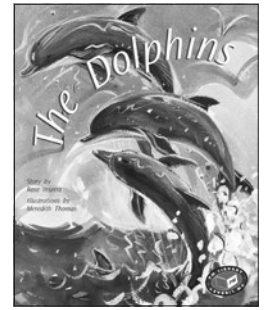
The Dolphins

PM Level 22

Gold

Text Type Narrative

Running Words 721



Preparing for Guided Reading

Orientation to the text

- Have a class discussion about sea animals. Invite students to share their knowledge, experiences and understanding of dolphins.

Prior knowledge

- Jason is disappointed that he can't spend the day swimming with his friend. However, Dad has a very special swim arranged.

Building the Balanced Reader

Vocabulary

Key vocabulary

drifted, excellent, except, finally, further, listened, usually, you'll

Content Words

aboard, ages, breath, capped, deck, dolphin, fumes, instructor, masks, pier, sighed, slipped, snorkels, stuffy, tickled, touch, trailing, traffic

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

- Study the cover illustration. Enjoy the dolphins' movement and freedom portrayed by the illustrator.
- Read the text on pp. 2–3 with students. Discuss the reason why Jason doesn't want to go out with his dad. Ask, *Why is it important that he goes?* Predict what the surprise will be.
- Discuss the illustration on pp. 4–5 before reading the text. What is the structure to the right of the picture? Read the text. Talk about why everything seemed to annoy Jason.

- Study the illustrations on pp. 6–9 closely. Talk about the use of wetsuits, masks and snorkels for deep sea swimming. Discuss safety being a priority, e.g. having an instructor and using ropes. Ask, *What must the swimmers not do? Why?*
- Why does Jason seem disappointed?
- Examine Jason's face on pp. 12–13. Ask, *How do you think he is feeling?*
- Notice Jason's hand on the rope.
- Enjoy the excitement of Jason's swim.
- Revise action verbs, e.g. *disappeared, grabbed, drifted, tickled, slipped*.
- Clap, say and write these words as syllables, e.g. *dis/ap/point/ed; for/ev/er; in/struct/or; dis/ap/pear/ed*.

Comprehension

- Why didn't Jason want to go with his dad at first? (*Literal*)
- Why was it important for the people swimming to hold on to the rope? (*Inferential*)
- Why was Dad taking photos of Jason swimming with the dolphins? (*Applied Knowledge*)

Follow-up activities

- Provide opportunity and resources for students to gather information about dolphins. Encourage them to write a short report to present to the class.
- Discuss other large sea creatures, such as sharks and whales. Ask students to compare the three types of sea creatures.

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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