

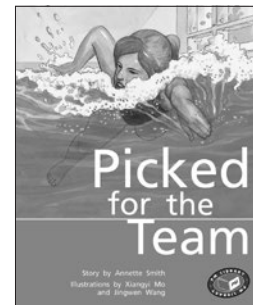
Picked for the Team

PM Level 22

Gold

Text Type Narrative

Running Words 720



Preparing for Guided Reading

Orientation to the text

- Discuss sports students play and the clubs and teams they belong to.

Prior knowledge

- Hannah is an aspiring athlete who has been selected for the school swimming team. Unfortunately, she has an accident and is unable to swim. But all is not lost as she gets to meet her swimming hero.

Building the Balanced Reader

Vocabulary

Key vocabulary

anxiously, awful, blanket, cheerfully, chosen, dashed, miserably, probably, realise, strange, struggling

Content Words

accident, ambulance, champion, clambered, plaster, stretcher, supposed, verandah, ward

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 verbalise what they think the story will be about.
- Read the text with students. Talk about concepts the group will be familiar with, e.g. being picked for a school team, representing the school, procedures for selection, interschool sports.
- Talk about Hannah's obvious excitement. Predict why Hannah has given a loud yell.
- Read the text on pp. 6–7. Discuss accidents students have had. Talk about the fact that Hannah's face was white with pain. Ask, *Why did Dad put his jacket around her and tell her to lie still?*

- Ensure that all students understand what an x-ray involves.
- Talk about the fact that Hannah woke up in a strange bed. Encourage students to share similar experiences and relate to Hannah's feelings. Discuss the pulley mechanism in the illustration and its purpose.
- Read the text on pp. 12–13. Have students predict who the surprise visitor might be. Discuss why Hannah didn't really care who it was.
- Talk about how sports people often visit hospitals to cheer people up, particularly children.
- Appreciate the similarities between Hannah and her hero.
- Revise adverbs ending in -ly, e.g. *anxiously, cheerfully, miserably, probably*.
- Discuss two adjectives before a noun, e.g. *school swimming sports; next fastest swimmer; tall young woman*.

Comprehension

- Why was Hannah taken to hospital? (*Literal*)
- What information would be in the letter to Hannah's mother? (*Inferential*)
- Why did Hannah's leg feel better when it was in plaster? (*Applied Knowledge*)

Follow-up activities

- Discuss special considerations young children experience in hospitals, e.g. given favourite foods to eat, parents permitted to stay beyond normal visiting hours, taken to special places in the hospital to see how things work.
- Encourage students to retell occasions when they visited someone in hospital, or were admitted to hospital themselves. Talk about why they were there, the treatment received and how long they had to stay.

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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