

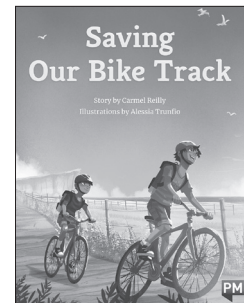
Saving Our Bike Track

PM Level 22

Gold

Text Type Narrative

Running Words 796



Preparing for Guided Reading

Prior Knowledge

- Talk about what a housing estate is and allow students to share any of their own experiences with seeing housing estates being built. Get students thinking about what is good and what is bad about building a new housing estate on vacant land.
- Students should also understand that people with different roles, including builders and engineers, are involved in establishing a housing estate.

Orientation to the Text

- Daniel and Jerome love riding to school on the bike track that runs through the paddocks and past the sea. So, when a new housing estate threatens the bike track, Daniel sets out to think of a solution that works for everyone.

Building the Balanced Reader

Vocabulary

Key Vocabulary

anxiously, brilliant, centre, engineers, everybody, explained, extra, gigantic, Goodness, meant, possible, probably, returned, site, smoother, somehow, spread, They're, wasn't, you'll

Content Words

boldly, copy, destroyed, estate, exactly, grumbled, hadn't, manage, model, Ocean, paddocks, plans, puzzled, shortcut

Decoding

- Find the base of past-tense verbs, such as *destroyed* and *shouted*, with students and talk about how the 'ed' suffix changes the meaning.
- Explicitly discuss strategies such as reading on and re-reading to help students to work out unfamiliar words.
- Look at the word *anxiously* on page 4 together. Ask, *What sound does the 'x' in this word make? What other sounds can 'x' make in words?*

Focusing on the Book – Guided Reading

- Look at the front cover of the book together. Say, *Point to where the title is. What information does the title give us? What do you think the book is going to be about after reading the title?*
- Ask students what the first section of a narrative is called. Read pages 2–3 with students. Ask, *What have we learned in the orientation? How is this important to the story?*

- Point out the word *anxiously* on page 4 and discuss what an adverb is. Ask, *How does including this word enhance our understanding of what is happening?* Re-read the final sentence on page 4 without the adverb and talk about the difference that this makes.
- Invite students to find the adverbs on page 11. Discuss students' suggestions, reinforcing that an adverb usually describes how something is done and often ends in 'ly'. Ask, *What does the adverb boldly tell us about the character of Jerome?*
- Read to page 13 with students. Ask, *What problem has been presented in the story's complication? How do you think the problem might be solved?*
- Continue to page 14. Say, *Find the word that tells us how Jerome is feeling on this page. What sort of word is it? How do you know?*
- Read page 21 and talk about the adjective *slowly*. Ask, *Why do you think the author chose to use this word? What does it tell us about Sara?*
- Continue to the end of the book. Ask, *How was the complication resolved?* Invite students to summarise the orientation, complication and resolution of the story in their own words.

Comprehension

- Why did Dad take Daniel and Jerome to the builder's office? (*Literal*)
- Why do you think Sara Clark agreed to talk to the engineers about putting a bike track through the new estate? (*Inferential*)
- What do you think is important to include when a new housing estate is being built? (*Applied Knowledge*)

Follow-up Activities

- Look at the illustrations of the model housing estate in the book. Talk about what a model is and how it is created. Together, plan how to make a model of your school, using craft materials such as icy pole sticks and cardboard boxes. Put the model on display with a recording of students describing how they made it.
- Review the title of the book and discuss with students what they think of it. In pairs, ask students to come up with an alternate title. Share the titles as a group and talk about whether they go well with the story. Ask students to choose another book that they are reading and have them write and share a new title for it.

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Learning Intentions

- We are learning to identify and describe the parts of a narrative.
- We are learning to identify how authors add detail to what they write.

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Success Criteria

- I can find and describe the title, orientation, complication and resolution of the story.
- I can find adverbs ending in 'ly' and explain how they add meaning to the story.

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Guided Reading Notes

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