

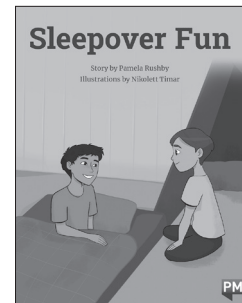
Sleepover Fun

PM Level 21

Gold

Text Type Narrative

Running Words 679



Preparing for Guided Reading

Prior Knowledge

- Talk with students about different family structures, the fact that routines and activities are unique to different families and the different types of houses that people live in.
- Students should be familiar with the basic structure of a narrative and understand that a narrative is fiction.

Orientation to the Text

- When Mason stays at his new friend Samar's house, he loves being able to play video games and watch movies in peace and quiet. When Mason's mum suggests inviting Samar over for a sleepover, Mason is worried his new friend will be bored. Mason soon learns that he is not the only one who appreciates being somewhere different.

Building the Balanced Reader

Vocabulary

Key Vocabulary

bored, bother, different, enjoy, extra, frowned, high-rise, invite, plenty, quiet, replied, scrambling, Sure, we're, you'd

Content Words

apartment, barbecue, blow-up, cardboard, console, hallway, laptop, lawnmower, mattress, movie, neighbours, noisy, sleepover, there'll, trumpet

Decoding

- Draw students' attention to words that are easily confused with others. For example, *quiet* is often confused with *quite*. Discuss how students can make sure they are reading the word correctly.
- Support students to break longer words into syllables and discuss the vowel sound in each syllable.
- Look at the word *neighbours* together. Ask, *How many sounds are in this word? Which letters make each of the sounds?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What does the title tell you about the book? Where do you think the boys on the cover are?*
- Read pages 2–3 together and ask students to use the words and the illustrations to describe what Mason's house is like in their own words. Ask, *How do you think these details might be important to what happens in the story?*

- Instruct students to read page 8 to themselves. Ask, *What information in the story so far helps you to know what expression to use when reading this page?* Model reading the page for students and explain how you used the punctuation, the words and the fact that the boys need to be quiet to help you know how to read it out loud.
- Continue to page 11. Ask, *What do you know about Samar's house? How is it different from Mason's house? How is it similar?*
- Allow students to read pages 14–15 to themselves. Then read it out loud in unison. Ask, *What cues did you use to help you read with good expression?* Discuss punctuation such as question marks and exclamation marks that can help with expressive reading.
- Continue to page 21 and discuss the role of the setting in the storyline. Ask, *Why do you think Samar likes being at Mason's house? Why was Mason worried that Samar wouldn't like it?*
- Read the resolution on page 24 of the text together. Ask, *How does each boy's statement relate to the two settings of the story?*

Comprehension

- What activities did Mason's parents enjoy? (*Literal*)
- Why do you think Samar enjoyed joining in with Mason's family? (*Inferential*)
- What equipment and supplies are useful to have for a sleepover? (*Applied Knowledge*)

Follow-up Activities

- Show students how to construct a Venn diagram. In pairs or small groups, instruct them to make a Venn diagram comparing Mason's house with Samar's house. Encourage them to use information that is directly stated in the text, as well as information that can be inferred, such as that both boys have loving families. Provide time for students to share their responses.
- Discuss with students how the story would have been different if there were only one setting. For example, if both boys lived in a quiet high-rise apartment, how would this have affected the storyline? Invite students to think of other settings that each of the boys could have lived in and talk about how this would change the story.
- In small groups, ask students to perform the story as a play. Talk about the feelings of the characters and how this should come across in the expression used when characters are in dialogue. Have students perform their plays for the rest of the group or for a wider audience.

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Learning Intentions

- We are learning to identify and describe the setting in a narrative.
- We are learning to read with expression.

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Success Criteria

- I can use information from the book to discuss where and when the story is set.
- I can explain why the setting of the story is important.
- I can use punctuation and the content of what I am reading to make my voice sound interesting as I read.

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Guided Reading Notes

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