

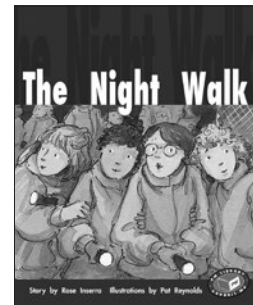
The Night Walk

PM Level 22

Gold

Text Type Narrative

Running Words 677



Preparing for Guided Reading

Orientation to the text

- Discuss and list night-time activities, e.g. stargazing, camping. What makes them different from day-time activities?

Prior knowledge

- In this story, Alice is disappointed when she is unable to have a slumber party for her birthday. However, Alice's grandma has a special night-time surprise in store.

Building the Balanced Reader

Vocabulary

Key vocabulary

allowed, boring, explained, shared, waddling

Content Words

advertisement, afford, bowling, clue, entrance, invited, nocturnal, promised, scones, scurried, slumber, sobbed, sofa

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

- Read the title. Look at students in the illustration. Ask, *Where do you think they might be? Why do you think they're huddled together?*
- Before reading the text on pp. 2–3, discuss apartment living. Ensure that students know what a slumber party is.
- Discuss the illustration on pp. 4–5. Point out Alice's body language. Ask, *How is she feeling? Why?*
- Discuss Grandma's plan and how it will make everyone happy.
- Discuss the term *nocturnal*. Talk about the steps Grandma took to organise Alice's party. Alice was given some clues on where she might be going – what were they?

- Ask, *How were students feeling about doing something different at night? Would you like to go on a night walk at the zoo? Why?*
- Emphasise the verbs used to describe the animals sounds and movements. List these and add others for each animal. Discuss other animals that might be moving around the zoo at night, e.g. rabbits, bats.
- Share the happy conclusion.
- Revise more complex compound words, e.g. *bedroom, newspaper, everything, moonlight, everywhere*.
- Revise specific verbs that refer to animal actions, e.g., *scurried, hooted, swooped, waddling*.

Comprehension

- Why did mum say Alice couldn't have a slumber party? (*Literal*)
- Why did Alice tell all her friends she was having a slumber party? (*Inferential*)
- Why did things start to appear in the moonlight? (*Applied Knowledge*)

Follow-up activities

- Ask students to make a list of animals that are nocturnal. Talk about why these animals come out at night. Discuss how this helps the animals to stay safe from predators.
- Debate the advantages and disadvantages of zoos.

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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