

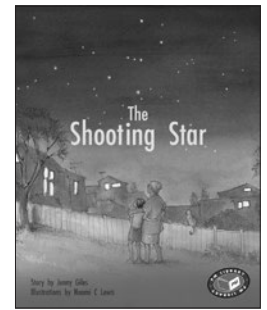
The Shooting Star

PM Level 22

Gold

Text Type Narrative

Running Words 662



Preparing for Guided Reading

Orientation to the text

- Have students share their knowledge of stars, constellations, etc.

Prior knowledge

- When the electricity fails, Gran encourages students to go stargazing. Students learn to appreciate the many features of the night sky.

Building the Balanced Reader

Vocabulary

Key vocabulary

brilliant, clear, computer, faded, listened, perfect, screen, usually

Content Words

atmosphere, batteries, blank, brief, crescent, darkness, drifted, electricity, millions, paler, planets, plunged, shadows, stargazing, streaking, supposed, true, twinkling, vanished

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, and the names of the author and illustrator. Discuss the concept of a shooting star. Have students share their sightings of shooting stars in the night sky.
- Ask students to recall times and incidents when the electricity has failed. Ask, *How did you feel? What did you do?* Notice the cat and follow its actions in each illustration as the story progresses.
- Discuss the phrases and words *making their own light for millions of years, crescent moon and stargazing*. Ask, *Why do you think a crescent moon makes it a perfect night for stargazing?*

- Discuss the fact that the longer you stay looking at the night sky, the more numerous and brilliant the stars appear.
- Ask students if they know the names of some stars or constellations. Ensure that students understand and value the wisdom of older family members.
- Why does the sky appear to become darker? Appreciate the quiet moment that Gran, Emily and the cat are sharing.
- Ask, *What is Emily seeing moving across the night sky?* on pp. 14–15.
- Confirm students' predictions. Notice Emily's enjoyment.
- Revise more complex compound words, e.g. *torchlight, stargazing*.
- Discuss the use of a semicolon on p. 9 to create a pause in the sentence and to link ideas within the sentence.

Comprehension

- What was Emily doing when the power went off? (*Literal*)
- Why did Emily begin to feel 'very small and strange' as she listened to Gran? (*Inferential*)
- What are important emergency supplies people should have available in their homes? (*Applied Knowledge*)

Follow-up activities

- Talk about the phases of the moon. Ask students to draw and label simple diagrams showing the various phases.
- Locate and draw some of the major constellations, identifying and labelling important stars in each one.

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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