

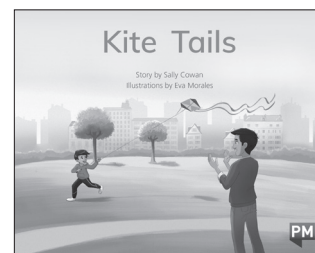
Kite Tails

PM Level 7

Yellow

Text Type Narrative

Running Words 151



Preparing for Guided Reading

Prior Knowledge

- Students should understand what a kite is and how kites fly.
- Students should be familiar with the parts of a kite, such as the string and the tail.

Orientation to the Text

- Raf is disappointed when the kite he made won't fly. When he sees a girl flying a kite with big tails, he realises what he needs to do to get his kite off the ground.

Key Language Structures

- Synonyms for said, such as *cried* and *shouted*, are used in the text.
- The story is told largely through direct speech with a range of punctuation.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

get, helped, park, play, with

Content Words

grass, kite, sky, tails

Decoding

- Focus on the long 'a' sound throughout the text. Make a list of the words from the text, such as *tails, stay* and *came*, that feature this sound and discuss the different ways it is made.
- Look at the word *park* on page 2. Ask, *What words do you know that rhyme with this word?*

Fluency and Phrasing

- Encourage students to read the direct speech in the text the way that people speak in real life. Model reading sentences for students to copy.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students to look for the difference between the kite on the front cover and the kite on the back cover. Invite them to think about how this might relate to the title of the text.

- Look at pages 2–3. Ask students to explain in their own words what has happened in the beginning of the text.
- Read page 4 to students. Ask, *Why did I pause after the word up . . . ? Why do you think the author wrote the sentence that way?*
- Read to page 9. Discuss what the problem in the story is. Ask, *How do you think Raf is going to solve the problem?*
- Read page 14. Point out the word *helped*. Ask, *What is the base word of this word? What other endings could you add to help to make new words?*
- Look at page 16. Ask students to find the base words of *staying* and *shouted*.
- Re-read the text. Ask students to retell the ending of the story in their own words.

Comprehension

- Where did Raf go to fly his kite? (*Literal*)
- How do you think Raf felt when his kite wouldn't fly? (*Inferential*)
- How do you think Raf felt at the end of the story? (*Inferential*)

Follow-up Activities

- Look at page 4 of the text together and discuss the words *up* and *down* as opposites. Then, read page 12 together and invite students to find the pair of words that are opposites. Ask students to suggest other opposites that they can think of.
- With students, make simple kites with short strings and long tails and take them out into the playground to fly. Ask students to describe what it felt like to have the kite behind them as they ran.
- Read another story about a kite, such as *The Kite Festival* by Leyla Torres. Complete a Venn diagram together to compare how the kites in the stories were similar to and different from each other.
- Discuss the structure of a narrative. Together, write a shared narrative about a kite, planning out the introduction, problem and conclusion before writing the story. When finished, type sentences from the story onto different pages and give them to students to illustrate before compiling them into a class book.

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Date _____

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Learning Intentions

- We are learning to break down words to help us read them.
- We are learning to identify the parts of a narrative.
- _____

Success Criteria

- I can find the base word of a longer word.
- I can identify the beginning, middle and end of the story.
- _____

Guided Reading Notes

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