

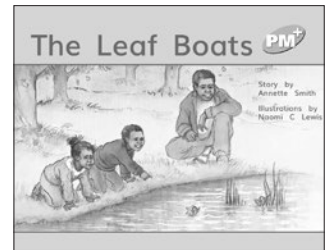
The Leaf Boats

PM Level 7

Yellow

Text Type Narrative

Running Words 132



Preparing for Guided Reading

Orientation to the Text

- Have an older student from another class bring a remote-control car to school to demonstrate how this type of toy can be maneuvered.

Prior Knowledge

- The twins, Emma and Matthew, are fascinated by the remote-control yachts racing on the lake. Dad shows Matthew and Emma how to make leaf boats and the twins decide to race them.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

big, down, going, look

Content Words

water, boat, race, yellow, winning, leaf, shouted, winners

Decoding

- Locate most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- **Cover** Talk about the meaning of the title in relation to the illustration.
- **Pages 2–5** Establish the fact that the older boys have remote-control yachts. Read the text with students on page 5, modelling Emma's and Matthew's excitement.
- **Pages 6–7** Discuss the illustrations before reading the text.
- **Pages 8–13** Ensure that students are clear about how Dad and Matthew made the leaf boats.
- **Pages 14–16** Encourage students to search the illustrations for important information to match the text. Read the text on page 16 with the appropriate intonation.

Comprehension

- Where did Matthew and Emma run to? (*Literal*)
- Why did Matthew and Emma's dad want them to look at the leaf? (*Inferential*)
- Whose boat won the leaf boat race? (*Inferential*)

Follow-up Activities

- Make leaf boats with students. Have a leaf-boat race using large flat containers of water. Students will enjoy problem-solving the best way to make their own boat move quickly across the surface of the water. Students should be closely supervised when near water.
- Ask students to cut out coloured photographs of boats from old magazines or calendars. Make a class scrapbook about boats. Have students talk about their experiences or what they know about boats. Write this information in the scrapbook.

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Date _____

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Learning Intentions

- We are learning to make predictions whilst reading.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can make predictions based on what I have read.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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Guided Reading Notes

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