

# Running Races

PM Levels 14/15

Green

**Text Type** Procedure

**Running Words** 159



## Preparing for Guided Reading

### Orientation to the Text

- Recall the three previous books featuring Anna and her family (levels 5/6, 8/9 and 11/12).
- Explain that this book tells students how to run in a short race and a long race. Determine students' prior knowledge about running in these sorts of races.

### Prior Knowledge

- This procedural text provides instructions for running races. The steps are numbered sequentially under two separate chapter headings. The book reinforces Anna's aptitude for sporting activities, especially athletics.

### Key Language Structures

- Some sentences contain a dependent and an independent clause, e.g. *Move your arms in time with your legs so you can run faster.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*behind, end, other, stand, wait, when*

#### Content Words

*bent, coach, flag, lanes, tape, trip*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts

### Fluency and Phrasing

- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; re-reading; reading on.
- Emphasise reading with fluency. Teach students to use commas to separate information in a sentence into readable units.

### Focusing on the Book – Guided Reading

- Read the title of the book. Discuss the cover photograph. Reinforce Anna's interest in sporting activities.

- Turn to the title page. Reinforce the key features of non-fiction texts. Read the list of contents and note the corresponding page numbers. Discuss the meaning of *goal, equipment* and *steps*. Inform students that because this is a non-fiction book, they could read the steps for either the short or the long race first.
- Discuss the equipment needed to successfully achieve the goal.
- Study the photographs and vignettes for each chapter before reading the book. Introduce key interest words. Talk about why the steps need to be numbered sequentially.
- Discuss the glossary on page 6. Recall that glossary words are in bold font within the book.
- Discuss the *a-e* long vowel sound. Find words in the book with this sound, e.g. *lanes*.
- Clap the syllables in: *e/quip/ment, o/ther*.
- Identify these present-tense verbs: *Stand, Wait, Start, Go, Move*. Reinforce their placement at the beginning of sentences in a procedure.
- Locate the word *feet*. Discuss other words that change in the plural form, e.g. *child, children; mouse, mice*.
- Talk about the prefix *be-* at the beginning of these words: *behind, before*.

### Comprehension

- Where do runners stand before the start of a race? (*Literal*)
- What should you do with your arms to help you run faster? (*Literal*)
- What does the coach do to start a race? (*Literal*)
- Why should runners in a short race run fast right up to the tape? (*Inferential*)
- Why shouldn't you run too fast at the start of a long race? (*Inferential*)
- Why should you check to see who is running behind you in a long race? (*Inferential*)

### Follow-up Activities

- Have some students watch while others participate in a running race. Ask those watching to be 'coaches' and provide the runners with feedback.
- Identify other forms of athletics, e.g. *long jump, high jump*. Ask for students' assistance to write procedures for these athletic events.

# Running Races

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## Learning Intentions

- We are learning to actively decode words while reading at a consistent pace.
- We are learning to think beyond the text.

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## Success Criteria

- I can use word parts to help me decode fluently e.g. onset and rimes, compound words, spelling clusters.
- I can differentiate between known and new information about a topic as I read.

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## Guided Reading Notes

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