

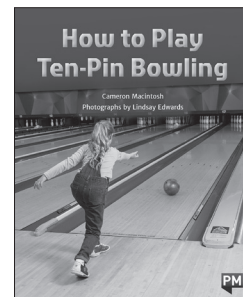
How to Play Ten-Pin Bowling

PM Level 18

Turquoise

Text Type Procedure

Running Words 385



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with what ten-pin bowling is and how the scoring works to find the winner of a game.
- Students should also understand what the different sections of a procedure are.

Orientation to the Text

- Ten-pin bowling is a fun game that involves knocking down pins with a bowling ball. Learn about everything from how to choose the right ball to where to aim when you are bowling.

Building the Balanced Reader

Vocabulary

Key Vocabulary

close, count, fit, might, mustn't, pins, tightly, towards, wobble

Content Words

belt, bowl, bowling, computer, conveyor, hold, lane, player, shoes, strike

Decoding

- Draw students' attention to common homophones, such as *to*, *too* and *two*, and talk about the difference between them.
- Remind students to go back and re-read, paying attention to whether what they read looks right, sounds right and makes sense, when they misread a word or words.
- Break the word *conveyor* into syllables together. Identify the vowel sound in each of the syllables.

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What sort of book is this? What information would you expect to find in it?*
- Draw students' attention to the bold word on page 2. Ask, *Why is this word in bold?* Ask students to suggest what the word means, and then find the word in the glossary together.
- Continue to the Steps on page 4. Ask, *What do the steps in a procedure tell us? Why is there a number 1 next to the step on page 4?*
- Read to the end of step 5 on page 9. Invite students to tell you the steps in the procedure so far in order. Ask, *What would happen if you tried to do step 5 before step 2?*

- Ask students to suggest what the next step might be after step 5. Read pages 10–11 together and talk about what the step is asking the reader to do. Ask, *What are the important parts of this step?*
- Instruct students to point to the word on page 12 that they would find in the glossary. Say, *Tell me in your own words what you think this word means.* Compare the glossary meaning with students' explanations.
- Point to the words **conveyor belt** on page 13. Ask, *What information on the page helps you to understand what this term means?*
- Read to the end of the procedure with students and review the steps in order.

Comprehension

- What is the first thing you must do when you go ten-pin bowling? (*Literal*)
- Why do you think you need to look at the pins as you let go of the bowling ball? (*Inferential*)
- What sort of person do you think might enjoy ten-pin bowling? Why? (*Applied Knowledge*)

Follow-up Activities

- Return to the term **conveyor belt** in the glossary. Discuss the base of the word, 'convey', as meaning to carry or transport. Explain that it comes from the Latin 'con', meaning 'with', and 'via', meaning 'road'. Talk with students about how this relates to the meaning of **conveyor belt** in the text. Invite students to share other places where they have seen a conveyor belt, such as at a supermarket checkout.
- Find a lawn bowling set for children, or a set for a similar game, such as bocce. Review the rules with students and allow them to take turns at playing the game. Write a procedure together, including goals, materials and steps, to document how to play the game.
- Talk with students about other games or sports they play that need special equipment. Ask students to share one example with a partner. Students should then write and illustrate a few sentences explaining what their sport or game is and what is needed to play it. Allow students to share their finished work and compare the equipment needed for similar activities.

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Learning Intentions

- We are learning to sequence information in a procedure.
- We are learning to use a glossary.

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Success Criteria

- I can order the steps in the procedure and explain why the order is important.
- I can recognise which words will be in the glossary.
- I can find and read what words in the glossary mean.

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Guided Reading Notes

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