

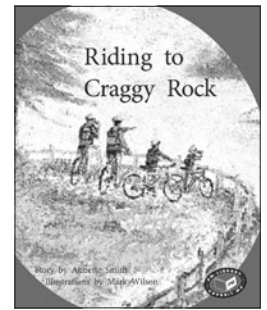
Riding to Craggy Rock

PM Level 18

Turquoise

Text Type Narrative

Running Words 385



Preparing for Guided Reading

Orientation to the text

- Have students re-read *Mitch to the Rescue* and *The Cabin in the Hills*. Discuss the characters and their love of the outdoors.

Prior knowledge

- *Riding to Craggy Rock* is a sequel to PM Story Books Turquoise Level *The Cabin in the Hills*. In this story, Mitch and Ben and their parents are mountain-biking in the hills when a thunderstorm strikes. The boys learn the safe way to behave in a thunderstorm.

Building the Balanced Reader

Vocabulary

Key vocabulary

cabin, favourite, flashed, grabbed, grew, lightning, loud, might, shiver, sudden, thunder, warm

Content Words

bottles, burnt, chocolates, growled, led, lie, look-out, rumbled, storm, thunderstorm

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Discuss the cover illustration. Notice the oval design used in all three books. Establish where the characters are standing and what they are doing.
- Talk about some features of mountain bikes that make them different from road bikes, e.g. handlebars, frame design, gears, tyres. Draw conclusions about why these differences are necessary. Ask students to suggest a reason for Mum's remark on p. 3. Notice other safety precautions taken by the family, e.g. helmets, sturdy footwear, long trousers.
- Direct the children to read the end of p. 9. Discuss the situation with them before they read on.

- Discuss thunder and lightning and torrential rain. Make sure that all students know what is the safe thing to do in a thunderstorm.
- Ensure students understand Mitch's observations and remarks about the tree that has been struck by lightning.
- Draw students' attention to the use of descriptive verbs that follow a noun to increase its strength, e.g. *Thunder rumbled and growled*.
- Revise and expand contractions used in the text, e.g. *I'm, It's, can't, didn't, There's, That's, Let's*
- Draw students' attention to the apostrophe of possession in *boys' hands*. Explain that the apostrophe is placed after the 's' because the hands belong to the boys.

Comprehension

- What did Dad notice when they stopped at the lookout? (*Literal*)
- Why did Dad tell the boys to lie down? (*Inferential*)
- Why do you think Mitch was shivering? (*Inferential*)

Follow-up activities

- In small groups, assist students to prepare a procedure about how to stay safe in a thunderstorm.
- Invite students to orally retell occasions when they have been caught in a storm. Encourage them to explain the safety measures they followed.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics and affixes to decode the text.
- We are learning to integrate our knowledge of reading skills and strategies to derive meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, and affixes to assist me in decoding the text.
- I can use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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