

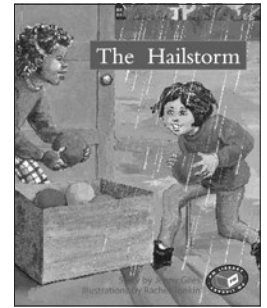
# The Hailstorm

PM Level 18

Turquoise

**Text Type** Narrative

**Running Words** 386



## Preparing for Guided Reading

### Orientation to the text

- Ask students to describe hail. Write these statements on a chart. Refer to some dictionaries for additional definitions.

### Prior knowledge

- In this story, two young girls have to cope with the frightening sounds of a hailstorm in a rather scary situation. The theme is 'overcoming fear'.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*bounced, dropped, grew, louder, rushed*

#### Content Words

*against, hail, hailstorm, handle, rattled*

### 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

- Study the cover illustration. Discuss where the girls might be and what they are doing. Some students will recognise the character Zoë from PM Story Books Turquoise Level *The Seat Belt Song*.
- Read the words that Miss Bell said to the children. Pattern the urgency of the situation. Ensure that students are aware that rainstorms can happen very quickly.
- 'Read' the illustrations. Notice the distance from the sports equipment shed to the classroom.
- Zoë's fear will be felt as students read the text and link the meaning with her actions and expression.
- The girls' problem has increased. Ask students to locate the words that describe their situation and their fear, e.g. *louder, rattled, hit, bounced, darker, colder*.
- Ask students to find the words that describe Zoë and Kylie's relief.

- Much discussion could follow the reading of Zoë's last statement. Why did she say the hail was beautiful?
- Discuss compound words from the text, e.g. everyone, classroom, hailstorm, doorway. Encourage students to write the two smaller words contained in each compound word.
- Look at comparative adjectives, e.g. loud, louder; dark, darker; cold, colder

### Comprehension

- What did Miss Bell ask Zoe and Kylie to do? (*Literal*)
- Why did the hailstorm get louder and louder? (*Inferential*)
- Why did Zoe smile at Kylie when Miss Bell opened the door? (*Inferential*)

### Follow-up activities

- Ask students to write sentences showing how hail and snow and similar to and different from each other.
- In pairs, have students plan a different ending to the story, where Miss Bell does not come to the sports shed to check on Zoe and Kylie. Share these new endings with other class members.

# The Hailstorm

Date \_\_\_\_\_

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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