

The Jets and the Rockets

PM Level 18

Turquoise

Text Type Narrative

Running Words 432



Preparing for Guided Reading

Orientation to the text

- Take students outside and play a ball game that is the same or similar to the one in the story. Reinforce vocabulary that is specific to the game, e.g. bases, fielders, batters, pitcher, catcher (backstop).

Prior knowledge

- In this story, Luke and Andrew belong to opposing baseball teams. Friendly rivalry escalates when it's Luke's turn to bat. All players have had a turn, and there is someone waiting on every base!
- Explain how the game of baseball works and explore the rules with students. Point out that the Jets and the Rockets are the names of the
- teams. Ask students to recall any experiences of playing or watching a team sport. Talk about how team sports require everyone to work
- together and do their best for the team to win.

Building the Balanced Reader

Vocabulary

Key vocabulary

jets, loudly, shook, tightly, towards

Content Words

base, baseball, bounced, crawled, reached, scooped, swung

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

- Read the title. Talk about why teams are given names. Discuss the cover and title page illustrations. Discuss the concept of winning and
- losing and the importance of enjoying the game. Read the story together. To help students with comprehension, draw a baseball diamond
- on the board and write down the events for students to follow.

- Point out the coloured bands that identify each team. Discuss the friendly rivalry evident in the boys' conversation. Explain that Miss Bell has a clipboard and pen for recording scores.
- Notice that the batters wait at a safe distance for their turn. Talk about what students do to show their enjoyment.
- Reinforce the use of positional vocabulary, e.g. first base. Discuss the maths concept of how many runs are needed to win. Point out that a batter must look closely at the ball. Talk about the involvement of all players in team games.
- Read these pages with appropriate expression as the tension mounts. Observe the team's jubilation when Luke accomplishes the winning run. Discuss the sportsmanship of team games, where the main goal is the fun of taking part.
- Discuss capital letters for the names of the teams, e.g. *Jets, Rockets*.
- Discuss words that sound the same but are spelt differently, e.g. *won, one*.
- Look at the vocabulary related to baseball and their meanings: *home runs, bases, team, field, ball, batting, catch*.
- Change medial vowels to form new words: *bat, but, bit, bet; hit, hot, hat, hut; last, list, lost; then, thin, than; head, hood, hid; not, net, nut*.

Comprehension

- What baseball teams did Luke and Andrew play for? (*Literal*)
- Were the Jets winning at first? (*Inferential*)
- What is *home* in the story? (*Inferential*)

Follow-up activities

- Take photographs of students playing a ball game. Print the photos onto A4 paper. Have students write an explanation under each photo. Display their finished work on the wall for others to view.
- Write *Team games help you to play co-operatively* on a chart. Discuss this sentence, then ask students to prepare written or verbal statements that show their understanding of what it means. These can be shared with the group or class.
- List the names of ball games students play frequently. Ask them to write instructions explaining how they are played. Encourage students to include diagrams and illustrations.
- Recognise the need for rules in games. Write the rules for specific games on a chart.

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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