

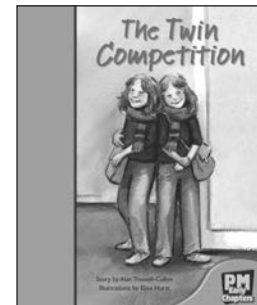
The Twin Competition

PM Level 18

Turquoise

Text Type Narrative

Running Words 418



Preparing for Guided Reading

Prior knowledge

- Students should be familiar with what identical twins are.

Orientation to the text

- Abby and Zoe are starting at a new school. Their teacher Mrs James wants them to feel welcome, and she challenges the other students in the class to work out how to tell the identical twins apart.

Building the Balanced Reader

Vocabulary

Key vocabulary

alike, children, class, identical, teacher, twins

Content words

competition, lunchtime, prize, smile, trick

Decoding

- Demonstrate self-correcting after making a mistake for students. Ask students how they might tell if they haven't read a word accurately.
- Look at the word *competition*. Help students to break it down into manageable chunks. Talk about the *tion* ending and ask students what other words they know with the same ending.
- Look at the word *identical*. Work out how many syllables are in the word together. Ask, *What is the vowel sound in each syllable?*

Focusing on the book – guided reading

- Discuss the cover and title. Look carefully at the cover illustration and think about what the title means. Ask, *What do you think the author means by 'twin competition'?*
- Read pp. 2–3. Explain how the introduction to a story sets the scene for what is to come. Say, *Tell me about the introduction to this story in your own words. What do you think the problem in the story will be?*
- Read pp. 6–7 to students. Ask, *How did I change my voice when there was a question on the page? Do we usually do this when we are talking?*

- Look at pp. 8–9 together. Read the chapter title and the text. Ask, *What is the problem in this narrative? How do you think it might be solved?*
- Look at p. 12. Point to the word *everyone* and have students explain why it is a compound word. Ask, *Is 'window' a compound word? How do you know?*
- Point to the dash on p. 12. Ask, *What is this called? How does it change the way that you read the sentence?*
- Read to the end of the text. Ensure that students know what a resolution is. Ask, *What was the resolution of this story? Did you like it?*
- Ask students to reread the text in pairs, focusing on using appropriate expression.

Comprehension

- Why did Joel think the twins had changed places? (*Literal*)
- Why did Abby and Zoe start laughing when Mrs James asked the class to tell them apart? (*Inferential*)
- How did the twins know they were going to like being in Mrs James's class? (*Inferential*)

Follow-up activities

- Revisit the structure of narrative texts with students and list the three parts of a narrative on the board. In pairs or individually, ask students to write a sequel to the story exploring how the twins are going at school and any further tricks they have played. Remind students to follow the narrative structure for their story.
- Support students to change the text into a reader's theatre play. Allocate the parts to students and allow them time to practise, focusing on fluent and accurate reading. Invite students to perform their play for the whole class and ask for feedback.
- Talk about the meaning of the word *identical* with students. Print out photos of each student and cut them in half. Ask students to try and draw in the missing half so that it is identical to the photo piece that they have. Display the completed pictures.

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Learning Intentions

- We are learning to recognise the different parts of a narrative.
- We are learning to read fluently.

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Success Criteria

- I can describe the introduction, problem and resolution of the story.
- I can use punctuation and meaning to make my reading sound natural.

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Guided Reading Notes

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