

Bath-time Goggles

PM Level 9

Blue

Text Type Narrative

Running Words 152



Preparing for Guided Reading

Prior Knowledge

- Discuss the word *goggles*. Describe situations when goggles are usually worn.

Orientation to the Text

- In this story, Clarrie is being given a bath. He doesn't want his hair washed because he is worried about getting water in his eyes. His brother Riley solves the problem by giving Clarrie his swimming goggles.

Key Language Structures

- Use of dialogue to add drama and interest.
- Use of bold text to emphasise emotion.
- Longer, more complex sentences, e.g. "I will not let the water get in your eyes," said Dad.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

clean, have, him, let, make, now, swimming

Content Words

bath, Clarrie, Dad, duck, Riley, water, wash, hair, eyes, bathroom, goggles, swimming

Decoding

- Recall most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by re-reading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.
- Use voice intonation to convey meaning when reading words in bold print.

Focusing on the Book – Guided Reading

- **Cover** Ask, *Do you think the boys are having fun at bath-time? Why do you think the boy in the bath is wearing goggles?*
- **pp. 2–3** Ask, *Why doesn't Clarrie think he needs to go in the bath? Do you think Dad agrees with him?*

- **pp. 4–5** Ask, *What is Riley doing to make Clarrie feel happier about being in the bath?*
- **pp. 6–7** Clarrie is now having lots of fun with the duck. Ask, *Do you think Clarrie is happy to stay in the bath now?*
- **pp. 8–9** Ask, *Why doesn't Clarrie want Dad to wash his hair? Why do you think he is worried about water getting in his eyes?*
- **pp. 10–11** Ask, *Does Clarrie believe Dad's promise that the water won't get in his eyes?*
- **pp. 12–13** Ask, *Why do you think Riley is leaving the bathroom? Do you think he has an idea to help Clarrie? Why/why not?*
- **pp. 14–15** Ask, *What has Riley brought back to the bathroom? Do you think the goggles will stop the water from getting in Clarrie's eyes?*
- **p. 16** Ask, *Do you think it was a good idea for Riley to give Clarrie the goggles? Why/Why not?*

Comprehension

- Why do you think Clarrie said he was clean? (*Inferential*)
- Do you think Clarrie will wear the goggles next time he has a bath? Why/Why not? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: combining pairs of short words to make compound words; choosing correct words to complete sentences from the story; numbering scenes from the story in correct order; writing rhyming words and choosing the correct word to complete a sentence from the story.
- Discuss bath-time rituals with the class. Ask the students to share some of the things they do at home to make bath-time more fun. Make a list of these and have students choose one to write about in more detail.
- Riley is a good brother to Clarrie. Ask students if they can think of anything else Riley could do to help Clarrie feel better about having a bath.

Learning Intentions

- We are learning to identify the problem in the narrative and suggest possible solutions.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.
- _____

Success Criteria

- I can identify the problem in the narrative and suggest a possible solution.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.
- _____

Guided Reading Notes

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