

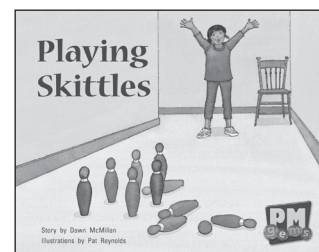
# Playing Skittles

PM Level 9

Blue

**Text Type** Narrative

**Running Words** 151



## Preparing for Guided Reading

### Prior Knowledge

- Play a game of skittles. Talk about the game and discuss the skills that are needed.

### Orientation to the Text

- In this story, Ella, Mum and Grandma want to go ten-pin bowling, but Mum's car breaks down in the driveway. Instead of bowling, they play skittles at home, and Grandma proves to be a talented bowler.

### Key Language Structures

- Use of dialogue to add humour and interest.
- Longer, more complex sentences: *One day Ella said, "Can we go ten-pin bowling today, please Mum?"*
- Elisions: *can't, I'm.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*all, can't, four, fun, it's, made, one, very, yes*

#### Content Words

*Ella, ten-pin, bowling, Grandma, house, home, skittles*

### 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 and changes in speaker.

### Focusing on the Book – Guided Reading

- **Cover** Ask, *Where do you think the girl is playing her game of skittles?*
- **pp. 2–3** Ask, *What does Mum say that tells us she likes Ella's idea?*
- **pp. 4–5** Discuss the sentence, *Rrrr...rrrr...rrr... went the car!* Ask, *What does this tell us about the car?*
- **pp. 6–7** Ask, *Do you think Mum and Grandma will like Ella's idea to play bowling at home with the skittles?*

- **pp. 8–9** Direct students to look at the precise way Grandma has set up the skittles. Ask, *Do you think Grandma has played skittles before?*
- **pp. 10–11** Ask, *Why do you think Ella looks so pleased with herself in the illustration?*
- **pp. 12–13** Discuss the characters' reactions to Mum's attempt at bowling. Ask, *Do you think Mum plays skittles very often?*
- **pp. 14–15** Ask, *Do you think Grandma will knock over many of the skittles? What did Ella say earlier that tells us Grandma might be a good bowler?*
- **p. 16** Discuss the family's reaction to Grandma's success. Ask, *Do you think Ella will want to play with the skittles again?*

### Comprehension

- Why do you think Ella decided to play skittles at home? (*Inferential*)
- Why do you think Grandma looked at the skittles carefully before she bowled? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: writing the separate parts of the compound words before writing the compound words in their entirety; rewriting the compound words from the previous activity to complete sentences from the story; writing the initial blends beside their matching pictures, then drawing pictures of different objects to match the blends; writing the correct phrases to complete the sentences from the story.
- Talk with students about any experiences they have had of playing skittles, or of ten-pin bowling. Ask them to name all of the equipment they can recall using, and draw each item.
- Talk about Grandma's bowling skills. Ask students to talk about the surprising skills of a grandparent or other older person in their lives. Have them write a few sentences about this person and their special abilities.

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## 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