

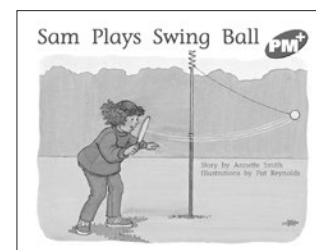
# Sam Plays Swing Ball

PM Level 9

Blue

**Text Type** Narrative

**Running Words** 168



## Preparing for Guided Reading

### Orientation to the Text

- Re-read *Jordan's Football* (PM level 12). Make a chart about the different ball games that students know. If possible, play some of these in the school playground.

### Prior Knowledge

- This is another story about Sam. She has not been at school very long, and does not know all the rules. Her teacher is very understanding of her forgetfulness.

### Key Language Structures

- Longer, two-clause sentences encourage the development of students' thought and language skills.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*bell, but, fun, saw*

#### Content Words

*forgot, teacher*

### Decoding

- Recall most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self correct by rereading 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

- Recall other books about Sam. Discuss the illustration and read the title. Talk about how swing ball is played. (The students may know the game by a different name.)
- Encourage students to link Sam's request and the answer given to her with their own experiences.

- Talk about Sam's decision. Give students time to discuss why Sam forgot to go inside. Ensure that they recall that she is new to school.
- Have students predict what will happen. Discuss the teacher's understanding of Sam's forgetfulness, as well as Sam's joy in learning a new skill.
- Revisit words that end with *ing*: *swing*.
- Revisit opposites: *big, little*; *boys, girls*; *up, down*; *fast, slow*; *good, naughty*.
- Discuss the comparative: *faster*.
- Discuss pronouns: *he, she, him, her*.

### Comprehension

- What did Sam see that she wanted to do? (*Literal*)
- Why did Sam sit on the grass? (*Inferential*)  
Why did Sam's teacher say she was not naughty? (*Inferential*)

### Follow-up Activities

- Revisit the chart about ball games. Have students draw pictures of and write captions about different ball games that they know. Make them into an enlarged book.
- Invite students to write about what it was like when they first came to school.
- Revisit and discuss your school rules. Have students give reasons for these rules. Scribe their ideas on a wall chart. Ask students to paint pictures of themselves carrying out the rules. Have them write captions on separate pieces of paper and paste these onto the paintings when dry.

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Date \_\_\_\_\_

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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.

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## 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.

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## Guided Reading Notes

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