

A Friend for Max

PM Level 12

Green

Text Type Narrative

Running Words 230



Preparing for Guided Reading

Orientation to the Text

- Re-read *Max Rides His Bike* (PM level 8). Discuss the extra support that the trainer wheels provide.

Prior Knowledge

- Read the title with students and look at the cover picture. Point out the training wheels and Jack helping a boy to ride a bike.

Key Language Structures

- Conjunctions are used to join clauses, e.g. *I want a friend to play with, but they are too old for me.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

family, Jake, men, moving, taking

Content Words

family, moving, place, taking

Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Ensure students are transferring their phonemic awareness and knowledge of letter-sound relationships when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Remind them to crosscheck, confirm or self-correct by re-reading or reading on to gain meaning.
- Emphasise attending to dialogue as an aid to meaning. Locate quotation marks and identify the speakers.
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ... ? How did you know that word was ... ?*
- Ensure students respond to punctuation within and at the end of sentences.

Focusing on the Book – Guided Reading

- Recall other stories about Max and Grandad. Talk about Max's need for a friend his own age to do things with.
- Encourage students to share their experiences of moving to a new house. Discuss the reason for Max's disappointment.
- Invite students to talk about what their families have done to welcome new neighbours.
- Discuss friendships and how they develop.
- Discuss Jake's caliper that gives extra support and balance to the leg that is weaker. Ask, *Is there something that Max can do to help his new friend?*
- The trainer wheels are like Jake's caliper – they give extra support. Discuss the satisfying conclusion.
- Discuss opposites: *new, old; brother, sister; can, can't.*
- Reinforce the quotation marks used to indicate direct speech.
- Recognise numeral names, e.g. *six*.
- Compare words with similar visual features: *went, want; put, but; road, ride.*

Comprehension

- What were the men with the truck doing? (*Literal*)
- Why did Grandad and Max go to see the new family? (*Inferential*)
- How was Max a good friend to Jake? (*Inferential*)

Follow-up Activities

- Make a chart of different greetings, e.g. *Hello, Hi!, Pleased to meet you*, etc. Include greetings in other languages.
- Talk about how friendships develop. In pairs, have students role-play some of their ideas. List the concepts that their ideas relate to, e.g. sharing, kindness, thoughtfulness, etc. Record students' ideas on a chart. Have them write about their ideas. Bind students' stories into a class booklet.
- Recall what Max and Grandad did to welcome the new neighbours. Have students talk about what their families do to welcome new neighbours. Encourage them to write about these experiences. Present students' work on a wall chart.

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Learning Intentions

- We are learning to read longer sentences that have more than one clause, with the correct phrasing and fluency.
- We are learning to use different strategies to help us decode unknown words.

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Success Criteria

- I can read sentences with more than one clause, using correct phrasing and fluency.
- I use letter clusters, such as digraphs, to break words into small parts to help me decode unknown words.

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Guided Reading Notes

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