

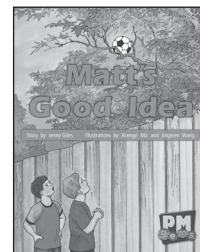
Matt's Good Idea

PM Level 14

Green

Text Type Narrative

Running Words 221



Preparing for Guided Reading

Prior Knowledge

- Talk with students about things that can go wrong when playing sports at home.

Orientation to the Text

- In this story, James and Matt are playing football in the backyard when James kicks the ball up into a tree. Matt has the idea to throw a baseball at the football, to knock it free. On his second attempt, he is successful.

Key Language Structures

- Elisions: *won't, It's, I'm, didn't*.
- Some sentences contain two independent clauses, joined by a conjunction, e.g. *The baseball came down, and Matt ran to get it.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

as, didn't, fell, past, there, tried, try, watch, what, won't

Content Words

James, football, Matt, kicked, slipped, flying, branch, baseball, Thud, cheered

Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments.

Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e.g. *Read that sentence again. The words have to make sense and sound right.*
- 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 ...?*
- Emphasise reading with fluency that encompasses understanding. Read sentences from the text to model changes in tone, pitch and volume.

Focusing on the Book – Guided Reading

- Ask students to read the title and look at the illustration on the cover. Ask them to explain the boys' problem. Ask, *Do you think the boys will be able to get the ball down from the tree without asking for help?*
- James slips over as he kicks the balls. Ask, *Do you think James has hurt himself. Why/Why not?*
- Before turning to p. 10, discuss some of the things the boys could do to get the ball down. Ask, *Why do you think Matt runs over to get his baseball?*
- Ask, *What do you think could go wrong if Matt throws the baseball at the football? Do you think Matt has thrown a baseball before?*
- Discuss and revise these compound words: *football, baseball*. Ask, *What do these words have in common?*
- Have students expand these elisions: *didn't, I'm, it's, won't*.

Comprehension

- Do you think Matt's idea was a good one? Why/Why not? (*Inferential*)
- Why did James think that Matt's idea wouldn't work? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: rewriting word pairs as elisions; using the elisions to complete sentences from the story; writing text to match illustrations from the story.
- Have students imagine they are trying to get a football down from a tree, but that they don't have another ball to throw at it. Have students think of another way to get the ball down, and draw a diagram showing how they would do it.
- Ask students to make a list of people the boys could have asked for help if Matt's plan didn't work.

Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell events in the text and include details that elaborate on the main ideas.
- _____

Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.
- _____

Guided Reading Notes

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