

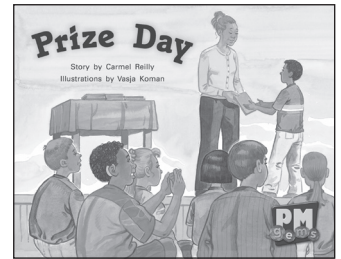
# Prize Day

PM Level 12

Green

**Text Type** Narrative

**Running Words** 197



## Preparing for Guided Reading

### Prior Knowledge

- Discuss the difficulties a deaf person might experience, especially when in crowded situations.

### Orientation to the Text

- In this story, Josh and his family attend the school's prize day. Due to his hearing impairment, Josh doesn't hear his own award being announced. His friends, family and teacher alert him to the good news, and he is happy to receive his certificate.

### Key Language Structures

- Irregular past tenses: *went, said, sat, saw, was, had.*
- Conjunctions are used to join clauses, e.g. *Josh looked up at the teacher, and he saw her smiling at him.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*along, always, around, call, laugh, smile, want, was, work*

#### Content Words

*prize, Josh, brother, Ben, school, teachers, children, stage, friends*

### 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 cross-check, confirm or self-correct by rereading 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

- Read the title together and discuss the cover illustration. Ask students what they think happens on prize day. What sort of prizes do they think will be handed out?
- Ask, *Does Josh think he will win a prize?*
- Ask, *How do you think the students are feeling as the teacher gets up on the stage?*
- Have students suggest why Josh is unable to hear the teacher read out the prizes.
- Ask, *Why doesn't Josh know that he has been awarded a prize?*
- What does the teacher do that makes Josh realise that he has been awarded a prize?
- Ask students how they think Josh and his parents feel when he is awarded the prize.
- Discuss the root word *smile* in: *smiles, smiling, smiled.*

### Comprehension

- Why do you think that Josh didn't expect to get a prize? (*Inferential*)
- How do you think Josh felt when he saw his teacher smiling at him? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: choosing the correct form of the verb to complete sentences; completing the sentence from the story to match the illustration; writing a range of verb forms for four different verbs; writing missing words to complete sentences from the story.
- Have students imagine what it would be like to be unable to hear or see. Ask them to make a list of things they would find it more difficult to do at school.
- In pairs, have students think of something for which their partner deserves an award. Have each student draw and write a certificate for their partner.

## 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.
- \_\_\_\_\_

## 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.
- \_\_\_\_\_

## Guided Reading Notes

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