

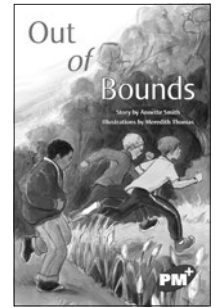
Out of Bounds

PM Level 27

Ruby

Text Type Narrative

Running Words 2093



Preparing for Guided Reading

Orientation to the text

- Students from Riverview School are doing an orienteering activity. Greg and Jon are put in a team with the new boy, Falo. Falo is having a difficult time fitting in, and Greg is very mean to him. Greg persuades his team to break the rules and go into the 'out-of-bounds' area. When the boys get lost, and Greg hurts his ankle, it is Falo who knows how to get them back to safety.

Prior knowledge

- Ask students whether they have had any experience of orienteering. Discuss the aims of orienteering and the skills that are required, e.g. map-reading, using a compass, fitness, initiative, problem-solving skills, decision-making, cooperative group work skills.
- Explain that this story involves incidents of bullying.

Building the Balanced Reader

Grammatical conventions

- Locate examples of persuasive and assertive language in the text, e.g. "You and Jon stay here," replied Falo; that sort of attitude will not be tolerated. Discuss which characters typically use this language.
- Identify complex sentences and indicate the dependent and independent clause in each, e.g. I know how to find my way (independent) by using the trees and ferns and grasses as signs to follow (dependent).

Vocabulary

Key vocabulary

attitude, checkpoint, clambered, clutching, disapprovingly, embarrassed, examining, experienced, furiously, gestured, gingerly, orienteering, protested, pored, reluctantly, ripple, smirked, sneered, tolerated, undergrowth, wincing

Spelling

- Discuss the words pore, pour, poor and paw. Revise their different meanings. Ask students to use each word in a sentence to show its correct meaning.
- Draw students' attention to other words in the text that have homophone partners, e.g. right

(write). Have them search for words and discuss the meanings of these words and their homophones.

Visual Literacy

- Explain why italic font has been used for *The woods are out of bounds* on p. 19.

Focusing on the story – guided reading

- Ask students to read to the end of p. 15 after setting the focus questions:
Why has Ms Williams grouped Falo with Greg and Jon?
Who is the dominant person in Greg and Jon's friendship? Explain.
- Ask students to read to the end of p. 27 after setting the focus questions: *What is the consequence of breaking Ms Williams' rule? How do we know that Jon is struggling with his conscience?*
- Ask students to weigh up the pros and cons of Falo's decision to follow Jon and Greg into the out of bounds area.
- Share students' responses to the focus questions, then discuss the following:
How effectively does Ms Williams deal with the situation?
Not all of the bullying is through comments. Can you find the other examples?
- Discuss with students what Jon and Falo could do to be more assertive around Greg. What comments could they make?
- Discuss the following:
Does Falo's reaction to Greg's misadventure surprise you? Why?
Why didn't Greg like the idea of Falo helping him out of the bush?
Is Falo's even temper a strength or a weakness? Why?

Comprehension

- Why does Greg bully Falo? (Literal)
- What eventually made Jon and Greg regret their behaviour? (Inferential)
- What experiences and information caused Greg and Jon to jump to conclusions? (Applied Knowledge)

Follow-up activities

- Give students an opportunity to share their step-by-step anti-bullying plans.

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Learning Intentions

- We are learning to understand a range of themes that we encounter in everyday life, and understand the impact of stereotyping in our society.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type, and the typical vocabulary.
- _____

Success Criteria

- I can identify themes in the text that we encounter in our lives, and can understand how stereotyping affects the way people think and behave.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- _____

Guided Reading Notes

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