

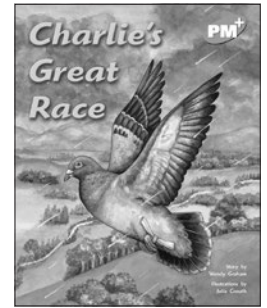
# Charlie's Great Race

PM Level 24

Silver

**Text Type** Narrative

**Running Words** 869



## Preparing for Guided Reading

### Orientation to the text

- Talk about phoning emergency numbers. Role-play giving essential information to persons manning these emergency services.

### Prior knowledge

- Dad is involved in an accident and needs help in a hurry! Luckily, he has Charlie a homing pigeon with him. Charlie's instincts provide a safe way to carry a message back home.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*accident, belongings, control, direction, discovered, distances, emergency, kilometres, managed, pigeons, released, travelling*

#### Content Words

*curves, dodged, fluttering, homing, loft, recognised, settled, slammed, soared, somersaulted, swerved, tore, treat, wedged*

### Decoding

- Recognise high-frequency words.
- Apply a range of skills to process and decode unfamiliar words.
- Use prediction of events and associated vocabulary to gain a deeper understanding of the text. Provide support and encouragement when necessary.

### Focusing on the story – guided reading

- Read the title and discuss the cover and title page illustrations.
- Talk about why people keep homing pigeons. Discuss the training program that Dad followed when preparing for a race.
- Help students to understand how far 100 kilometres is. Notice how the van swerves to avoid the dog. Study the accident scene. Predict what will happen next.
- Ask, *Why will a clear sky give Charlie the best chance of finding his way home?*
- Recall the predatory behaviour of hawks. Ask, *Why does Charlie somersault?*

- Remind students that Charlie has flown home many times previously. Admire Charlie's persistence even in adverse weather conditions.
- Discuss the meaning of *making a fuss!* Reinforce the homing instincts of these pigeons.
- Revise verbs that double the last consonant before adding *ed*, e.g. *stopped, slammed, snapped, flapped*.
- Search a thesaurus for words similar in meaning to: *soared, clouded, confused, swooped, disturb*.

### Comprehension

- Why was Charlie Holly's favourite pigeon? (*Literal*)
- Which sense did Charlie rely on to find his way home? (*Inferential*)
- Which words were the most important in Dad's written message? (*Applied Knowledge*)

### Follow-up activities

- Read a selection of fiction and non-fiction texts about rescue situations.
- Invite someone from a rescue service to talk to students about how best to respond if there is an accident.
- Study the illustrations. Have students make a simple map of Charlie's flight home and ask them to highlight distinguishing landscape features.
- Revise report writing. Pretend to be a reporter and write a report about the event.
- In pairs, design and build a pigeon loft. Explain its features to other students.

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## Learning Intentions

- We are expanding our range of known high-frequency words, and using multiple skills and strategies to decode the text.
- We are learning to make predictions about the text and can discuss potential solutions to the problem encountered by the characters.

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## Success Criteria

- I can use my knowledge of high-frequency words, and other skills and strategies to assist me in decoding the text.
- I can predict events in the text based and offer potential solutions to the problem that occurs in the text.

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## Guided Reading Notes

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