

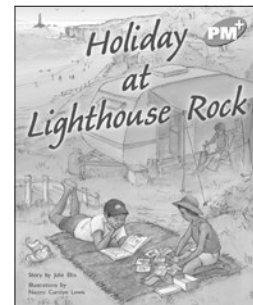
Holiday at Lighthouse Rock

PM Level 24

Silver

Text Type Narrative

Running Words 897



Preparing for Guided Reading

Orientation to the text

- Encourage the children to talk about their interests and hobbies.

Prior knowledge

- When Emily decides to enter a photography competition, she knows that she must take a really clever photo if she is to have any chance of winning.

Building the Balanced Reader

Vocabulary

Key vocabulary

area, competition, distance, hobby, imagined, local, original, photographer, published, results

Content Words

afford, album, expensive, forefinger, illusion, noticeboard, optical, outstretched, throwaway, unwrapped

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. Talk about holidaying in a caravan. Study the cover illustration and identify what the children are doing.
- Why does Emily want a camera?
- Discuss Emily's feelings as she unwrapped Dad's present.
- Discuss events that local councils or community groups organise, especially during special times of the year. Explain how a throwaway camera works.
- Reinforce reasons why Emily's photo has to be *more exciting* than anyone else's. Ask students what they would photograph.

- Discuss the meanings of *optical illusion* and *original*. Explain that an optical illusion is an incorrect impression in the brain of what the eyes are seeing. Talk about why estimating distances and the true size of objects can be misleading.
- Talk about Emily's feelings of anticipation, disappointment and then happiness on finding out she had won a camera.
- Revise the use of a prefix to form antonyms: *wrapped, unwrapped*.
- Revise common suffixes, e.g. *tion, ish, ly, ous*.
- Discuss adding suffixes to root words to make new words, e.g. *photo, photograph*.
- Revise compound words: *lighthouse, postcard, bookshop*.

Comprehension

- How did Emily learn about the photo competition? (*Literal*)
- Why had Dad given Emily a photo album for her birthday? (*Inferential*)
- Why is the number of photos Emily could take different on the throwaway camera different to the number she could take using a digital camera? (*Applied Knowledge*)

Follow-up activities

- Have students complete small research projects about different hobbies and interests. Discuss ways in which the information could be shared with others, e.g. charts, models, photographs, etc.
- Revise locating information in non-fiction books. Model note-taking procedures. Have students use their notes to explain, in their own words, information about key words, e.g. lighthouse or optical illusion.
- Make a poster, advertising the photo competition.

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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