

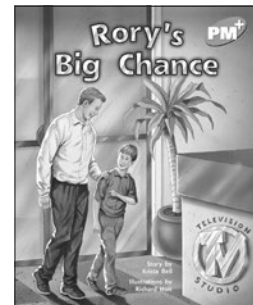
# Rory's Big Chance

PM Level 24

Silver

**Text Type** Narrative

**Running Words** 970



## Preparing for Guided Reading

### Orientation to the text

- Encourage students who have been involved in auditions to share their experiences.

### Prior knowledge

- Rory loves to act in advertisements. Previously, he has been chosen to do small parts, but this is his chance to play a leading role. All goes well, until the day before filming, when Rory breaks his ankle!

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*agent, ambulance, chance, chosen, continued, designed, imagined, marvellous, nervous, role, several,*

#### Content Words

*adjusting, advertisements, auditions, brilliant, casting, confident, directing, fantastic, jingle, script, staggered, studio, swerved, word-perfect*

### 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 introduce students to the new character, Rory.
- Read the first chapter heading. Talk about why Rory might love to act in advertisements. Discuss the difference between small parts and a 'leading role'. Ask, *Why is Rory feeling nervous?* Compare the filming responsibilities of a casting agent with that of a director. Search the text for details describing what happens in the advertisement. Talk about how viewers might respond when they see the ad.
- Discuss the meaning of *word-perfect*. Encourage students to draw upon personal knowledge and experiences when they reflect upon the outcomes of Rory's accident.

- Read these pp. 14–16 with appropriate expression and clarify why Rory didn't lose his big chance after all.
- Revise the role of adverbs in adding meaning to verbs in the text, e.g. *miserably, neatly, quickly*.
- Practise making new words by adding suffixes to root words, e.g. *neat, neater, neatly*.
- Use a dictionary to find word meanings for: *improve, jingle, audition*.
- Discuss antonyms (opposites) for *best, worst; forget and remember*.
- List words from the story that describe feelings, e.g. *nervous, excitedly, miserably*. Use a thesaurus to find other words that have similar meanings.
- Practise using appropriate intonation to enhance oral reading, e.g. *Are you okay?, Cheer up, That's fantastic!*
- Find examples of abbreviations, e.g. *ad* for *advertisement*.

### Comprehension

- What is an audition? (*Literal*)
- What might Jill have written on her notepad? (*Inferential*)
- Why did Rory feel very confident when the advertisement was being filmed? (*Applied Knowledge*)

### Follow-up activities

- In pairs, have students practise and present the ad as a role-play. Remind them to create and sing a jingle about the 'Wobblenot'.
- In small groups, have students design advertisements. Encourage them to plan cooperatively, talking about and experimenting with visual features to communicate their ideas. Draw their attention to use of voice, body language and movement. Props may be introduced. Help them to make video recordings of their presentations. This may take more than one day.
- Pretend to be Rory and write a letter to a friend telling them about his *big chance*.

## 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.

• \_\_\_\_\_

## 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.

• \_\_\_\_\_

## Guided Reading Notes

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