

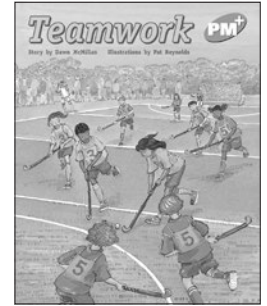
Teamwork

PM Level 24

Silver

Text Type Narrative

Running Words 924



Preparing for Guided Reading

Orientation to the text

- Discuss the excitement of representing a team. Compare how it feels to win with how it feels to lose.

Prior knowledge

- Many young children are naturally good at sports. Karina, a new character to the **PM Plus** books, is no exception. However, it appears that her excellence at sports is impeding her relationships with children at her new school.

Building the Balanced Reader

Vocabulary

Key vocabulary

choose, competition, difficult, else, everybody, library, notice, practised

Content Words

admit, congratulated, defender, disappointed, dribble, final, goals, properly, taught, uncomfortable

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. Discuss the cover and title page illustrations. Talk about the co-operation required for teamwork to be successful.
- Locate information in the text that describes Karina's natural sporting ability. Ask, *Why did the children stop asking Karina to play?*
- Discuss what students might do during the lunch break if there was no one to play with.
- Discuss Mum's statement, *The other children probably feel a bit uncomfortable*. Discuss the meaning of *uncomfortable* in this context. Ask the group what advice they would give to Karina.
- Talk about what students would do if they were in a similar situation to Karina.

- Highlight specialist vocabulary that relates to playing hockey. Ensure that students understand what it means to get into the final.
- Discuss the good sportsmanship displayed by the Room 3 children. Talk about the risk Karina took by speaking out and how her new friends now know her properly.
- Discuss making new words by adding suffixes to root words, e.g. *field*, *fielders*, *fielding*.
- Revise words that can be used during direct speech: *said*, *sobbed*, *cried*, *called*, *muttered*, *shouted*.
- Revise and expand negative contractions: *wouldn't*, *didn't*, *don't*.

Comprehension

- What was the final score in the hockey game? (*Literal*)
- Why was Mr Walker worried about Karina spending so much time in the library? (*Inferential*)
- How will the other children treat Karina from now on? (*Applied Knowledge*)

Follow-up activities

- Provide opportunities for students to read a range of fiction and non-fiction texts about team games.
- Encourage interpersonal listening and speaking. Invite students to share their personal experiences about a team game they play.
- Have students write about the excitement of representing a team and their feelings when they win or lose.

Teamwork

Date _____

PM Level 24
Silver

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