

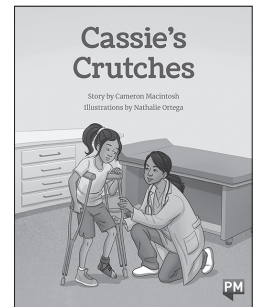
Cassie's Crutches

PM Level 15

Orange

Text Type Narrative

Running Words 331



Preparing for Guided Reading

Prior Knowledge

- Discuss what the word *crutches* means and how it relates to the base of the word.
- Ask students what they know about the game of basketball and how it is played.

Orientation to the Text

- Cassie injures her ankle playing basketball. In hospital, the doctor puts a bandage on her ankle and gives her crutches to help her walk. Cassie soon discovers that crutches are difficult to manage, and she is happy when her friends, Jack and Kira, give her support.

Building the Balanced Reader

Vocabulary

Key Vocabulary

beside, careful, hard, hurt, I'll, need, pulling, scared, these, wear

Content Words

ankle, bandage, basketball, classroom, crutches, twisted

Decoding

- Talk about the sound that 'er' makes in words such as *over*, *teacher* and *after*.
- Support students to break words such as *careful* down into syllables, and talk about the units of meaning in each syllable.
- Look at the word *basketball* together. Ask, *Which two smaller words make up this compound word?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask students to describe what is happening in the front and back cover images, and how this might relate to the story.
- Look at the table of contents on the title page. Talk about the chapter titles and what information they are providing. Ask, *What page does Chapter 3 start on?*

- Read pages 2–3 together. Say, *Find the two-letter blends that start with 's' on these pages.* Discuss the sounds in each blend and how these are different from the digraph 'sh' at the start of *shouted*.
- Continue to page 6. Ask, *What is the name of the new chapter that starts on this page?*
- Read pages 10–11. Review what blends are. Ask, *Which words can you see that end in a two-letter blend? What are the separate sounds in each blend?*
- Look at pages 12–13 together. Ask, *What do you notice about where the page numbers are on these pages? Why are the words 'Cassie's Crutches' at the top of page 12 and 'Back to School' at the top of page 13?*
- Point out the two-letter blend at the end of the word down on pages 14–15. Ask, *What other words do you know that end in this blend?*
- Re-read the text, looking for the page number, book title and chapter title on each page.

Comprehension

- What sport was Cassie playing when she hurt her ankle? (*Literal*)
- Why did Jack and Kira help Cassie? (*Inferential*)
- How would crutches help Cassie's ankle to heal? (*Applied Knowledge*)

Follow-up Activities

- Read a non-fiction text about basketball with students. Together, make a list of words that relate to basketball, such as 'dribble' and 'backboard'. Ask students to suggest ways to sort the words.
- Talk about the ways that Ms Tran, Jack and Kira helped Cassie. Ask students to share times that they have been a good friend to someone and how they think the person they helped felt.
- Model writing about a part of the text that you connected with for students. Ask students to think about what they connected with in the text and to share their ideas with the person next to them, before writing their own response.

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Learning Intentions

- We are learning to identify how texts are organised.
- We are learning to read two-letter blends.

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Success Criteria

- I can find the chapter headings, page numbers and table of contents in the book.
- I can blend two letters, such as 'sc' and 'lp', at the beginning or end of words.

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Guided Reading Notes

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