

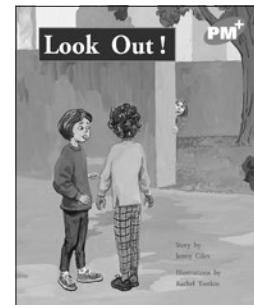
# Look Out!

PM Level 15

Orange

**Text Type** Narrative

**Running Words** 281



## Preparing for Guided Reading

### Orientation to the text

- Read and discuss a book about safe school environments, e.g. *No More Bullying* by Rosemary Stones (1991).

### Prior knowledge

- All students should feel that school is a safe place for everyone. The theme of this story is playground bullying. Strategies for coping with bullying situations would be an appropriate outcome after reading this story.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*hurt, just, never, scared, wait, waiting*

#### Content Words

*behind, cross, silly*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when required.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; attending to print details.

### Focusing on the story – guided reading

- Discuss the cover illustration. Encourage students to read the title without support.
- Read the story with students, pointing out that the symbol above Zoë's name tells the reader how to say it.
- Notice that the two girls are reluctant to move far from their classroom. Have students read the reason for this aloud.
- Ask students to find the word that describes how the girls were walking. Talk about why they were afraid. Observe that the word *were* is written in bold type. Read this sentence with appropriate expression.

- Discuss bullying and talk about how the older children's behaviour affected the younger girls. Point out that the older girls chose them to
- pick on because they were smaller and younger. Discuss the feelings of the characters.
- Continue to read these pages with expression. Talk about Miss Bell's reactions to the bullying tactics. Discuss bullying situations that the students themselves have experienced. Ensure that they understand why it is important to confide in adults.
- Enjoy Kylie and Zoë's relief and delight that the older girls' prank was discovered.
- Revise words ending in y, e.g. *silly, sorry, funny*.
- Locate words in the text that begin with *be*, e.g. *before, behind*.
- Talk about compound words: *classroom, someone, outside*. Encourage students to break each of the longer words into two smaller words.
- Discuss and expand the contractions *can't, let's, won't*.

### Comprehension

- Where did Zoë want to play? (*Literal*)
- Why did Zoë want to go back to the room? (*Inferential*)
- How did the big girls feel when they saw their teacher? (*Inferential*)
- How did the little girls feel when the teacher was cross? (*Inferential*)

### Follow-up activities

- Study the book's cover design. Discuss other titles for this story. Match each suggestion with the theme of the story. Have students design new book covers for the new titles.
- Talk about rules that keep the classroom or school environment safe. Write each rule on a separate page. Have students add illustrations and put the pages together to make a book.
- Role-play occasions when students have experienced bullying tactics. Help them to verbalise strategies for coping with such undesirable behaviour. The role-plays could be shared with younger students.
- Discuss what teachers do to keep our schools a safe place for everyone. List students' ideas. Ask each student to write about one idea. Have them key their stories into the computer to form a class newsletter for each student to take home.

# Look Out!

Date \_\_\_\_\_

PM Level 15

Orange

## Learning Intentions

- We are learning to integrate a variety of skills and strategies to decode unfamiliar words.
- We are learning to use a variety of comprehension strategies to predict or check meaning.

• \_\_\_\_\_

## Success Criteria

- I can use meaning, language structures and visual information to help me decode fluently.
- I can apply prior knowledge, think aloud, and attend to details in illustrations and print to bring greater meaning to the texts I read.

• \_\_\_\_\_

## Guided Reading Notes

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