

# The Blow-away Kite

PM Level 15

Orange

**Text Type** Narrative

**Running Words** 293



## Preparing for Guided Reading

### Orientation to the text

- Have students share what they know about kites. Talk about where kites are bought, and the best places and weather for flying kites.

### Prior knowledge

- Ben flies his new kite successfully after listening carefully to Mum's instructions. But when Dad has a turn, the kite is nearly lost! This story will remind students that mishaps may occur if instructions are not followed correctly.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*air, careful, gave, held, never, pink, ring*

#### Content Words

*plastic, slipped, string, tripped*

### 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

- Read the title together. Introduce Ben as a new character to the **PM Plus** series. Read the title with students, explaining that the hyphen means the words are read together.
- Study the cover illustration. Discuss reasons why a beach is a suitable place to fly a kite.
- Have students describe their own kites using similar vocabulary to that used to describe Ben's kite. Recall conditions best suited to kite flying.
- Explain how the plastic ring acts as a restraint but is also there to help manoeuvre the kite. Talk about how much easier it is to launch a kite if someone is there to help.

- Discuss Ben's statement, *But please be careful with it*. Encourage students to predict what might happen next.
- Observe Dad's sneakers on the beach. Discuss the safety issues of not entering water wearing shoes or clothes that can become heavy once they are wet. Point out how sorry (and embarrassed) Dad feels.
- Focusing on the tension when Ben's dad loses his grip on the kite. Point out the reversal when Ben tells him how to use it properly, just as he was told at the beginning.
- Revise blends in the words *plastic, string* and *blow*. Encourage students to list other words containing these blends.
- Identify words with similar endings, e.g. *ready, lucky, windy*.
- Discuss personal pronouns: *her, his, himself*. Assist students to identify the nouns to which they refer.
- Examine past tense verbs with internal changes, e.g. *hold, held; take, took*.

### Comprehension

- What did Ben's kite look like? (*Literal*)
- Was Ben's dad careful with the kite? (*Inferential*)
- How did Ben's dad save the kite? (*Inferential*)

### Follow-up activities

- Invite students to draw and write about what could have happened next if Dad had been unable to retrieve the kite.
- Demonstrate how to set out a 'Lost' advertisement that includes *what, where* and *when*. Have students write their own advertisements about a lost kite. Ask them to read the information to a friend to check if they tell *what, where* and *when*.
- If possible, bring a kite to school and demonstrate how to fly it. Alternatively, show students how to make their own kites from folded paper. Attach a tail and string to each kite. Fly the kites, then have students write about the experience on kite-shaped paper.
- Discuss doing activities for the first time. Invite students to share their experiences of being unable to do an activity at first, and how they improved with practice, e.g. riding a bike. Make charts about their ideas.

# The Blow-away Kite

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