

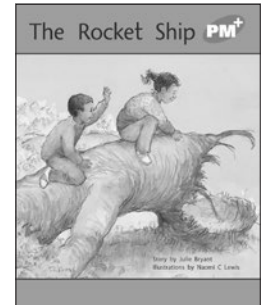
# The Rocket Ship

PM Level 15

Orange

**Text Type** Narrative

**Running Words** 313



## Preparing for Guided Reading

### Orientation to the text

- Encourage students to talk about their feelings when they are afraid. Read a book such as *Let's Talk About Feeling Afraid* by Joy Berry (1995) to encourage discussion.

### Prior knowledge

- Emma and Matthew are staying with their grandparents when a storm frightens them. Tension builds when a tree is blown over. Grandad is introduced for the first time. Both grandparents have a loving relationship with the twins.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*could, scared, soon*

#### Content Words

*captain, didn't, firewood, hard, hug, lift, rocket*

### 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

- Recall previous PM stories about Matthew and Emma. Discuss the cover illustration. Predict what the story might be about.
- Invite students to talk about times when they have stayed with their grandparents. Notice that the house is an old but gracious two-storey home, with plenty of room for the children to play outside. Observe signs of the approaching storm.

- With students, talk about windy nights when they have felt frightened. Discuss the concern shown by both grandparents. Explain the meaning of the dots *Then ...* Discuss the reasons for Grandad's comment, *We are lucky that it didn't hit the house.*
- Observe the position of the uprooted tree. Talk about Matthew's feelings when Grandad suggests that the tree be cut up for firewood.
- Encourage students to read Matthew's countdown with expression.
- Focus on the tension that builds when the tree falls down in a storm. Talk about the characters' creative solution and their use of
- imagination when they pretend the tree was a rocket ship.
- Revise the letter clusters: *ee – tree, sleep; oo – good, soon.*
- Revise the digraph *th* in *them, then, there, their.*
- Discuss the contractions *It's, I'm, can't, and don't.* Ask students to expand these words and use the expanded form in a sentence.
- Discuss plurals made by adding *-es* to the root word: *branch, branches.*

### Comprehension

- Why did Emma and Matthew love to stay with their grandparents? (*Literal*)
- Why was Emma scared? (*Inferential*)
- Why did Matthew count down from ten? (*Inferential*)

### Follow-up activities

- Discuss various ways a fallen tree could be used for imaginative play. Ask students to make sketches of their ideas. Have some children paint the fallen tree on a large piece of paper. Glue their sketches onto it.
- Discuss the features of the garden in the story. Have students paint it, both before and after the storm.
- Provide a selection of craft materials, e.g. boxes, blocks, card, glue, tape, etc. for students to build a model of a rocket ship. Encourage them to write descriptions of their finished models.
- Discuss evacuating your home because of flood conditions. Ask, *If you could only take three things with you, what would they be?* List the children's ideas.

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## 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.

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## 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.

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## Guided Reading Notes

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