

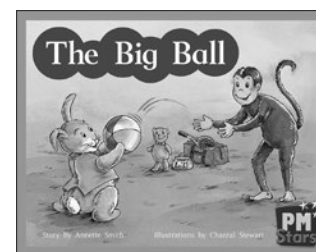
The Big Ball

PM Level 3

Red

Text Type Narrative

Running Words 60



Preparing for Guided Reading

Orientation to the Text

- Read the title of the book. Discuss the cover and title-page illustrations. Recall meeting these characters in *The Boat Ride* (PM levels 2/3) and *Little Teddy and Monkey* (PM level 3). Write the names of the three characters on a whiteboard so that students will read them fluently when reading the book.

Prior Knowledge

- This is another story in the Monkey, Rabbit and Little Teddy series. In this story, Monkey wants Rabbit and Little Teddy to catch a big ball. Rabbit realises that the ball is too big for Little Teddy to catch. It is only through Rabbit's sensitive appraisal of the situation that the problem is solved.

Key Language Structures

- This book features dialogue.

Building the Balanced Reader

Concepts About Print

- Ensure students maintain correct left-to-right eye movements when reading return-sweep sentences.
- Explicitly teach students to use illustrations to predict and confirm the story content.

Vocabulary

Key High-frequency Words

a, at, big, comes, here, is, little, look, no, said, the, to, too

Content Words

ball, Little Teddy, Monkey, Rabbit

Decoding

- Reinforce students' developing knowledge of phonemes. Encourage them to use this knowledge to predict or decode consonant-vowel-consonant words, e.g. *b-i-g*.

Fluency and Phrasing

- Encourage students to cross-check visual information against meaning and structure. Ask, *What could this word be? What is the first letter? Does the word sound right? Does it make sense?*
- Reinforce students' strategy development, e.g. *How did you know this word was ...?*

- Demonstrate and praise reading with fluency and phrasing.

Focusing on the Book – Guided Reading

- Study the illustrations. Use details evident in the illustrations to predict or infer meaning. Talk about the size of Rabbit and Little Teddy and the size of the two balls.
- Discuss the problem that arises when Monkey wants Little Teddy to catch the big ball. Invite students to offer solutions to this problem. Provide opportunities for them to revise or confirm their predictions as the story unfolds.
- Draw students' attention to Rabbit's intervention "*No, Monkey. No!*" on page 12.
- Discuss how Little Teddy's problem is resolved. Point out Monkey's gentle underarm throw to Little Teddy on page 16. Note that Little Teddy has his paws cupped in front of him and his elbows tucked into his sides ready to catch the ball. Draw attention to Rabbit's expression. He is very pleased with how the problem has been solved!
- Write the words *little* and *big* on a whiteboard. Explain that these words are opposites. Ask students to name other words that are opposites, e.g. *in, out; up, down*.

Comprehension

- What did Monkey throw to Rabbit? (*Literal*)
- What happened when Monkey threw the big ball to Little Teddy? (*Literal*)
- What did Rabbit do to solve the problem? (*Literal*)
- Why did Rabbit catch the big ball? (*Inferential*)
- How did Little Teddy feel when Monkey threw the big ball to him? (*Inferential*)
- How did Little Teddy feel when Monkey was going to throw the little ball to him? (*Inferential*)

Follow-up Activities

- Provide an opportunity for students to make hand puppets of the three characters before presenting a play of the story.
- Ask students to recall events when they were younger and needed something smaller. Provide opportunities during shared, guided and independent writing for students to write sentences about these events.

The Big Ball

Date _____

PM Level 3

Red

Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

• _____

Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can use my voice to display the purpose of a full stop and comma.

• _____

Guided Reading Notes

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