

Catching Air!

PM Level 30

Sapphire

Text Type Narrative

Running Words 2627



Preparing for Guided Reading

Orientation to the text

- It had taken Rebecca ages to convince her mum to let her take snowboarding lessons, but when she starts, she discovers that it isn't easy. Her cousin John, who started lessons at the same time, is full of confidence and hassles Rebecca to keep up – he's already trying to give her advice! Rebecca wishes she was as good as John, but having asthma makes it difficult to keep up. When Rebecca and John learn of the halfpipe competition for novice snowboarders, they decide to enter. But Rebecca is not sure if she can overcome her fears.

Prior knowledge

- Observe the cover illustration and title. Ask students to predict what the story will be about. What might the term *catching air* imply?
- Ask students how they have felt when trying something new (i.e. excited or frustrated). Discuss the phrase *beginner's luck*. What does it mean?
- Read through the glossary to become familiar with the snowboarding terms.

Building the Balanced Reader

Grammatical conventions

- Identify pronouns in the text to determine that it is written in third person
- Revise the use and purpose of definite and indefinite articles.
- Locate adverbs that add information about how, when, where or why.
- Discuss the inclusion of a glossary in this narrative text. Explain that it has been included to explain some of the technical terms about snowboarding.

Vocabulary

Key vocabulary

airborne, asthma, breathe, breathlessly, casually, concentrate, decisive, documentary, elated, envious, footage, frustration, glinting, hassling, inhaler, momentum, novice, optimistic, panicky, recover, stylish, summoning, tentatively, traversed, wheeze

Spelling

- Identify and group words with *ise* and *ice* letter patterns.

Visual Literacy

- Discuss why the colour blue commonly occurs throughout many of the illustrations in the text.
- How would Rebecca have felt when she saw John lying on the snow in the picture on p. 26?

Focusing on the story – guided reading

- Ask students to silently read to the end of Chapter 2, then ask, *Is Rebecca a risk taker? Why/why not? What instructions did Petra give Rebecca during her lessons? What brought on Rebecca's asthma attack?*
- Encourage students to jot down the snowboarding and skiing terms used in the text.
- Read p. 15 out loud to the students. Ask students to make predictions about the direction that the story might take.
- Ask students to silently read to the end of Chapter 4, then ask, *What does novice mean? Was John showing off? Why did Rebecca change her mind about the snowboarding competition?*
- Discuss the following: *Rebecca has to make many decisions during her time at the snow. What things influence her decisions?*
- John mentions *the* film crew rather than *a* film crew. Discuss the difference between these two statements. Explain the function of *articles* – *a*, *an* and *the*. Have students search for the use of *an* before words starting with a vowel.

Comprehension

- What caused Rebecca to struggle to breathe? (*Literal*)
- How does Rebecca deal with fear? (*Inferential*)
- What made Rebecca so successful in the competition? (*Applied Knowledge*)

Follow-up activities

- Ask students who have, or know people who have, asthma to discuss how it affects individuals and families. Conduct some research into how asthma is treated.
- Talk about students having to face their fears to make progress. Discuss occasions when this has occurred and ask students to explain how they felt when they had achieved their goal.

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Date _____

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Learning Intentions

- We are learning to understand that many people share their experiences to help others.
- We are learning to understand more complex language effects in narrative texts.

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Success Criteria

- I can learn from the experiences of others and share my experiences with them.
- I can understand and use more complex language effects when I write narrative texts.

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Guided Reading Notes

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