

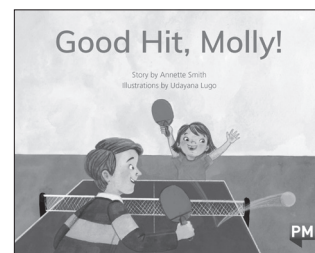
Good Hit, Molly!

PM Level 6

Yellow

Text Type Narrative

Running Words 116



Preparing for Guided Reading

Prior Knowledge

- Students should understand how the weather can affect outdoor activities.
- Students should be familiar with the game of table tennis and the equipment needed to play it.

Orientation to the Text

- Molly wants to go to the park, but it is raining. She calls Dad to the garage to play table tennis instead.

Key Language Structures

- A range of sentence types, including statements, questions and exclamations, is used throughout the text.
- The story is largely told through direct speech.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

hit, home, inside, into, ride, she, stay, your

Content Words

bikes, garage, park, raining, shops

Decoding

- If students are having difficulty reading words such as *ride* or *bikes*, ask them to recall similar words that they are familiar with.
- Look at the word *garage* on page 10. Help students to use the context as well as the initial letters to work out what the word is.

Fluency and Phrasing

- Have students practise reading a page aloud quickly and slowly to help them find the right pace.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students what Molly and her dad are doing and whether students have ever played table tennis.
- Look at page 2. Point to the word *shouted* and ask, *What two letters make the 'sh' sound in this word? What other words do you know that start with 'sh'?*
- Look at pages 4–5 together. Ask students how they think Molly is feeling and why. Talk about how students would feel in the same situation.

- Read page 6. Ask students to find the word that starts with 'sh'.
- Continue to page 8. Guide students to find the word that begins with a two-letter blend. Ask, *What other words do you know that start with 'st'?*
- Look at pages 12–13. Ask students to use the words and the picture to work out what they think will happen next.
- Read page 14 together. Ask students to find the commas on the page and talk about why they are there.
- Read to the end of the text. Talk about how the last line is also the title of the book and ask students whether they think it is a good title.

Comprehension

- Why didn't Molly and Dad go to the park? (*Literal*)
- Why didn't Dad want to ride his bike in the rain? (*Inferential*)
- Why couldn't Molly ride her bike in the garage? (*Inferential*)

Follow-up Activities

- Discuss with students what a garage is and what they are usually used for. Ask students if they have a garage or another storage space at home and instruct them to talk with a partner about what is kept in there. Have students share some of their thoughts with the larger group, and identify the strangest or most interesting item and the most common item that students have in their garages.
- Look at the words *raining* and *stay* from the story. Ask students which letters make the long 'a' sound in each word and use these as headings on a T-chart. Invite students to think of other words with the long 'a' sound and record them in the correct columns.
- Ask students what they like to do on rainy days and make a list of their ideas. Write the sentence starter *When it is raining, I . . .* and support students to complete the sentence. Have students illustrate their text and bind the pages together to make a rainy-day book.
- Look at the local weather forecast together and discuss the different words that can be used to describe the weather. In small groups, have students present their own weather reports using some of the new vocabulary.

Learning Intentions

- We are learning to recognise and read two-letter blends and digraphs.
- We are learning to connect with what we read.
- _____

Success Criteria

- I can read words that start with ‘sh’ and ‘st’.
- I can explain how what I have read connects with my life or other texts.
- _____

Guided Reading Notes

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