

# Josh Rides a Skateboard

PM Level 6

Yellow

**Text Type** Narrative

**Running Words** 108



## Preparing for Guided Reading

### Prior Knowledge

- Talk about students' experiences with bicycles and skateboards. Discuss how they both require different skills, and can take some time to master.

### Orientation to the Text

- In this story, Josh and his dad are at the park together. Josh is riding his bike when he sees two other boys skateboarding at the ramp. The boys encourage Josh to try skateboarding, and teach him some skills.

### Key Language Structures

- Use of dialogue to express observations and exclamations.
- Use of questions, exclamations and bold text to add expression.
- Use of a compound word: *skateboard*.

## Building the Balanced Reader

### Vocabulary

**Key High-frequency Words**

*came, ride, they, went*

**Content Words**

*skateboard, Josh, Dad, park, ramps, bike*

### Decoding

- Locate and read most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.
- Apply change in voice to reflect bold text.

### Focusing on the Book – Guided Reading

- **Cover** Identify Josh and read his name in the title. Ask, *Do you think Josh looks confident on the skateboard?*
- **pp. 2–3** Discuss how happy and comfortable Josh looks on his bike. Ask, *Do you think Josh rides his bike very often?*

- **pp. 4–5** Talk about the special design of the skating ramp. Ask, *Do you think Josh has met the big boys before?*
- **pp. 6–7** Talk about how confident the big boys look on their skateboards. Ask, *Do you think Josh would like to skateboard too? Why/Why not?*
- **pp. 8–9** Talk about Josh's compliment to the boy, paying attention to the bold *are*. Ask, *Does the boy seem happy about what Josh has said to him?* Encourage students to predict what might happen next.
- **pp. 10–11** Discuss the boy's offer to Josh. Ask, *How do you think Josh feels about being invited to ride on the boy's skateboard?*
- **pp. 12–13** Discuss Josh's reluctance to accept the boy's offer. Ask, *Do you think Josh will be a good skateboarder if he tries?*
- **pp. 14–15** Talk about Josh's decision to try skateboarding. Ask, *What are the boys doing to help Josh? What did Josh go up and down?*
- **p. 16** Discuss the confidence that Josh is showing on the skateboard. Ask, *Do you think Josh will want to skate in the park again?*

### Comprehension

- Why do you think Josh was so excited to see the big boys at the skate park? (*Inferential*)
- Do you think Josh had ever been on a skateboard before? Why/Why not? (*Inferential*)

### Follow-up Activities

- Direct students to say these words slowly: *shouted, Josh*. Talk about the 'sh' sound in the initial and final positions. Ask students to write down as many 'sh' words as they can think of.
- Have students draw a picture of themselves succeeding at a new skill that they would like to try, such as skateboarding.
- Talk about the boys' kindness to Josh. Ask students to think of a time someone took the time to show them how to do something new. Have students write a short account of the lesson, and discuss how they felt after they had learned the new skill.

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## Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to remember information to help us understand what we are reading.

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## 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 sequence the beginning, middle and end events to retell the story.

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## Guided Reading Notes

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