

# The Big Hit

PM Level 6

Yellow

**Text Type** Narrative

**Running Words** 120



## Preparing for Guided Reading

### Orientation to the Text

- Over a period of several days, take students outside for various activities using plastic bats and small rubber balls. Demonstrate the correct way to hold a bat and how to throw a ball to a partner. These skills require practice.

### Prior Knowledge

- Jack is becoming very good at using a bat and a ball. Little brother Billy would like to be able to do the same. Jack helps him to succeed.

## Building the Balanced Reader

### Concepts About Print

- Encourage aural discrimination. Listen and identify the sounds: *it – hit, all – ball, at – bat*.
- Use *sh* (**PM Library Alphabet Blends**) to reinforce the sound: *sh – shouted*.
- Ensure correct directionality on pages with longer text.

### Vocabulary

#### Key High-frequency Words

*big, good, into, little*

#### Content Words

*shouted, hit, ball, sky, kick*

### 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.

### Focusing on the Book – Guided Reading

- Cover** Encourage students to read the title without support. Observe their skills as they attempt the word *Hit*. Reinforce the use of picture and letter clues.
- Pages 2–3** Talk about Jack's actions and predict what he might be saying to Dad as he hits the ball.

- Pages 4–7** Discuss Billy and his determination to do the same as his big brother Jack.
- Pages 8–16** Talk about how both Jack and Dad help Billy to succeed and how pleased he is with his achievements.

### Comprehension

- Where did Jack hit the ball to? (*Literal*)
- What did Billy's dad say he could do instead of hitting the little ball? (*Inferential*)
- Did Billy hit the ball on the first try? (*Inferential*)

### Follow-up Activities

- Discuss jobs around the home that students are too little to do by themselves, but are still able to contribute to in some way. Write these ideas on a chart and have students add illustrations.
- Use *We dress up* (PM level 1) to compare the size of adult clothing in relation to children's clothing. Have a dress-up box available with adult-sized clothing for students to try on. Encourage spontaneous role-play.
- Make a flip chart of the different ways older children in the family can help their younger brothers and sisters. Scribe some of these ideas and invite students to add illustrations.

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## Learning Intentions

- We are learning to use different strategies to help us 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