

# The Big Pool

PM Level 10

Blue

**Text Type** Narrative

**Running Words** 194



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand that some people are frightened of the water, and swimming lessons can help everyone learn to swim and be confident in a pool.
- Students should be familiar with some of the vocabulary associated with swimming, such as *kick* and *pool*.

### Orientation to the Text

- James is nervous about swimming at the pool. His friend, Lucas, helps him feel confident enough to try out the activities at their swimming lessons.

### Key Language Structures

- Proper nouns are used for the names of people and places – *Swim School, Lucas, James*.
- Direct speech incorporates exclamations, questions and bold type for emphasis.

## Building the Balanced Reader

### Vocabulary

**Key High-frequency Words**

*can't, did, him, next, Now, slowly, Then, very*

**Content Words**

*board, kick, swim, Splash, teacher, water*

### Decoding

- Encourage students to read on and go back to work out words they are not sure of.
- Look at the word *boards* on page 6. Ask, *What letters make the 'or' sound in this word?*

### Fluency and Phrasing

- Guide students to notice the sentence punctuation in the text. Discuss how this helps you to read with appropriate phrasing.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask, *How do you think the boys on the front cover are feeling? Why?*
- Look at pages 2–3. Together, name and describe all the items in the picture that relate to swimming, and talk with students about how the items might be used.

- Continue to page 4. Look at the word *Stay*. Ask, *What other words could you make if you take the 'st' from the front of Stay and add a different letter?*
- Read page 8 together. Ask, *What is the contraction can't short for?*
- Look at pages 10–11. Talk about the words *slowly* and *faster* with students, and discuss why the author used them to describe how James was kicking the water.
- Continue to page 13. Ask students to use what has happened in the text so far to predict what might happen next.
- Read to the end of the text. Compare the ending with students' predictions.

### Comprehension

- How did James describe the pool? (*Literal*)
- Why did James start kicking the water? (*Inferential*)
- Why do you think Lucas helped James? (*Inferential*)

### Follow-up Activities

- Ask students to re-read the text and find all the words that relate to the story's setting. Make a list of the words and invite students to add any additional words that could be used to describe a pool.
- Suggest another setting, such as a playground or a school. Instruct students to talk to a partner about words they might use to describe the setting and what they might see there. Come back together and make a list of the words. Compare the list with the words students used to describe the pool in the story, and talk about any similarities and differences between the lists.
- Ask students to consider the setting chosen for the previous activity and discuss activities that might make some people nervous when they first go there, such as climbing on the monkey bars at the playground or speaking in front of the class at school. Together, rewrite the text in the new setting, incorporating the situations that students identified.
- Talk about the way that Lucas helped James in the story. Invite students to share their own experiences of being kind to someone or receiving kindness. Ask students to think of one thing they could do to help someone out over the next week, and allow them to share what they did and how they felt.

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## Learning Intentions

- We are learning to read unfamiliar words.
- We are learning to identify the features of narrative texts.

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## Success Criteria

- I can change the first letter of a word to make a different word.
- I can describe the setting of a story.

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## Guided Reading Notes

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