

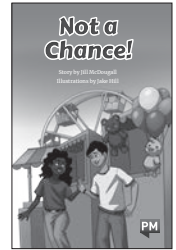
Not a Chance!

PM Level 26

Emerald

Text Type Narrative

Running Words 2400



Preparing for Guided Reading

Prior Knowledge

- Discuss the concept of chance with students and some of the associated vocabulary, such as *impossible*, *likely* and *certain*. Invite them to suggest events in their lives to match each word.

Orientation to the Text

- Cooper's skateboard is broken and he has nothing to do. So, when he sees a competition to win a skateboard at the carnival, he is determined to win it. However, he is not the only one with his eyes on the prize.

Building the Balanced Reader

Grammatical Conventions

- Discuss what a proper noun is and support students to identify proper nouns in the text. Talk about how in *Ferris wheel*, *Ferris* has a capital 'F' because it represents the name of the inventor and is a proper noun, and *wheel* is a common noun.

Vocabulary

Key Vocabulary

astonished, attendant, blindfold, carnival, competition, desperate, disaster, fair, Ferris wheel, furrowed, glimpse, major, megaphone, mischief, missile, operator, quirking, rollercoaster, skateboard, skatepark, smirk, urgent

Spelling

- Locate verbs in the text with the suffix 'ing', such as *collecting* and *running*. Discuss whether or not the spelling of the base of each changed when the ending was added.

Visual Literacy

- Look at the illustrations of characters throughout the text. Discuss how the illustrator conveys emotions and personalities through the pictures.

Focusing on the Book – Guided Reading

- Look at the front cover and read the title with students. Ask, *What does the word chance mean? What are you wondering about the meaning of the title?*
- As they read page 2, instruct students to find all the words with the base *skate*. Ask, *How has the base been changed to make the other words? How is the meaning of each word connected with the meaning of the base?*

- Continue to page 10. Ask, *What do you already know about the Carnival King? What else do you want to know?*
- As you read page 17, point out the word *practically*. Ask students to identify the base and talk about how this helps you understand the meaning of the word.
- Read to page 19. Ask, *What do you think about the Carnival King's competition? What would you ask him if you were there?*
- Point out the word *excitedly* on page 21. Instruct students to scan back through the book to find other words with the same base. Ask, *How are the meanings of all these words related?*
- Continue to page 30. Ask, *How is what happened on this page connected with events earlier in the text? What else would you like to know after reading the page?*
- Read to the end of the story and review whether the students' wonderings were answered and what else they would like to know about the story.

Comprehension

- Why didn't Sami want Cooper to play the 'Barrel of Luck' game? (*Literal*)
- Why do you think many of the carnival games were difficult to win? (*Inferential*)
- The chance of winning on the 'Monster Spinner' is fifty-fifty. What other events or games do you know that have a fifty-fifty chance? (*Applied Knowledge*)

Follow-up Activities

- Discuss why some of the carnival games were fairer than others. Ask students to design their own carnival game using readily available items and have them describe how likely it is for someone to win and why.
- Hold a carnival afternoon and allow students to try each other's carnival games. Make a video of the event and include a short interview with each student saying which game they thought was the fairest and why.
- Talk through questions that students would like to ask the author about the story and why they wrote it. Ask students to work in pairs to write a letter to the author incorporating their questions.

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Learning Intentions

- We are learning to think as we read.
- We are learning to read longer words.
- _____

Success Criteria

- I can ask and answer questions about the book during and after reading.
- I can identify the base of adjectives and adverbs such as *scariest* and *kindly*.
- I can identify words in the text with a common base, such as *skate*, *skaters* and *skatepark*, and explain how the base relates to the meaning.
- _____

Guided Reading Notes

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