

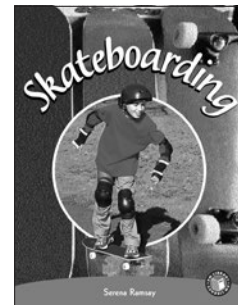
Skateboarding

PM Level 26

Emerald

Text Type Recount/Procedure/Exposition

Running Words 1331



Preparing for Guided Reading

Orientation to the text

- Todd buys a skateboard and learns about its parts. He buys safety gear and reads about the history of skateboarding in a magazine. Todd and his friends skateboard outside the local library. But an article in the local newspaper warns that skateboarders will be fined if they skate there. Todd writes to the newspaper, saying that there is nowhere else for skateboarders to go. The librarian argues that skateboarders make it hard for people to use the library. Todd organises a petition, asking the council to provide a skatepark. A few months later a new skatepark is built.

Prior knowledge

- Encourage students to discuss what they know about skateboards. Draw a concept map with different facts about skateboards. Encourage students to provide links between each fact.

Building the Balanced Reader

Grammatical conventions

- Discuss the different text types presented in the text.
- Discuss the range of compound words used in the text, e.g. *skateboard*, *websites*, *sandpaper*, *sideways*.
- Note the use of an action verb at the beginning of each step in the instructions.
- Identify some of the emotive language in the exposition texts. Explain that this language is used to persuade the reader to agree with the content of the letters, e.g. *safe place*.

Vocabulary

Key vocabulary

adjustable, annoyed, carving, clerk, comfortable, complaints, confident, equipment, injuries, library, petition, practise, regular, research, response, skateboard, tough, unique, whether

Spelling

- Ask students to write a list of words from the root word *skate*, e.g. *skate, skates, skated, skateboard, skateboarding, skatepark*.

Visual Literacy

- Discuss the visual features that have been included to enhance meaning, e.g. labelled diagrams, step-by-step photographs of how to use a skateboard, newspaper articles.
- Note that arrows have been included to point out specific components of a skateboard, and to indicate the next step in the history of skateboards.
- Compare the photographs on pp. 8 and 12. How are they similar and different?

Focusing on the story – guided reading

- Direct students to read silently to the end of Chapter 2, then ask, *What would you need to think about when buying a skateboard? What did the author need to know to be able to write Chapter 2?*
- Read aloud the next two chapter titles and ask students to predict what they think the chapters might be about.
- Have students read silently to the end of Chapter 4, then ask, *What is the important information about the development of the skateboard? How did the author choose to present this information? Why? What steps must new skateboarders take to develop their skills?*
- Discuss the following: *How can riders check that their skateboards are suitable for them? What do you think about having to purchase special clothing to wear?*
- Organise a skateboard day during which students can share their skateboarding skills and any further research they have done on skateboards.

Comprehension

- Where did Todd get information about which skateboard to buy? (*Literal*)
- Why are beginners' skateboards a little wider and shorter than normal boards? (*Inferential*)
- What tells you that Todd will probably be a good skateboarder? (*Applied Knowledge*)

Follow-up activities

- Encourage students to draw a timeline of the development of the skateboard.
- Ask students to construct a model of a skatepark, with ramps and pipes for differing levels of ability.

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Learning Intentions

- We are learning how to use a glossary to understand some of the technical vocabulary in the text.
- We are learning to identify typical structural and language features of a range of text types.

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Success Criteria

- I can use the glossary to locate the meaning of specific words in the text.
- I can identify different text types by referring to their structure and language features.

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Guided Reading Notes

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