

Super-Tuned!

PM Level 26

Emerald

Text Type Narrative

Running Words 1399



Preparing for Guided Reading

Orientation to the text

- Nick is worried that he will be teased about his new hearing aid. Nick and Adrian are in Nick's treehouse, when Nick hears music coming from the hearing aid. It seems to be tuning in to different radio frequencies. When Nick hears a distress signal from a fishing boat, the police drive Nick, his mum and Adrian to the Coastguard headquarters. Nick directs a helicopter pilot towards the source of the signal, and they find the boat. The rescued fishermen send him a stereo system as a 'thank you'. Nick decides that the hearing aid really is a good thing.

Prior knowledge

- Look at the cover and read the title. Discuss possible meanings of the word *super-tuned*. Read the contents page, and ask students to predict what the story might be about.
- Talk about hearing disability and encourage students to share their knowledge.

Building the Balanced Reader

Grammatical conventions

- Draw students' attention to the use of the hyphen in the word *super-tuned*, and discuss its purpose. List other words students may know that have hyphens.
- Discuss speaking verbs that have been used to replace *said*, e.g. *grumbled*, *yelled*, *explained*, *sighed*.
- Locate examples of cause and effect, e.g. *The teacher explained that Nick needed a hearing aid because his ear had been damaged from having lots of ear infections.*
- Identify conjunctions used to join sentences, e.g. *and*, *so*, *because*.
- Discuss the use of exclamation marks for emphasis, e.g. *"Hey, be careful!" Nick yelled.*

Vocabulary

Key vocabulary

chopper, embarrassed, equipment, exclaimed, exploded, flares, grumbled, infections, instruments, interference, jealous, patrol, pursuit, sulked, weird, wondered

Spelling

- Locate the word *super-tuned* on p. 12. Discuss the meaning of the prefix *super-* (Latin for *above, beyond, greater*). Ask students to list other words beginning with the prefix *super-*, e.g. *supermarket, superstar*.

Visual Literacy

- Discuss the vignettes at the beginning of each chapter and how they link with the text.
- Talk about the watercolour effect of some of the illustrations. Discuss with students how this style of artwork is achieved.

Focusing on the story – guided reading

- Ask students to read silently pp. 4–5, then locate parts of the text that describe how Nick felt about his hearing aid.
- Draw students' attention to the word *grumbled* as an alternative to *said*. Make a chart on which to record words that are used instead of *said*.
- Ask students to read silently to p. 11, then ask, *How do Nick's feelings about his hearing aid change? What has made him feel this way?*
- Ask students to silently read pp. 12–13 and find out why Nick needed a hearing aid. Read the sentence that explains this, and observe the use of *because* to join *cause* and *effect*.
- Have students read independently to the end of Chapter 4, then ask, *What does Nick hear that causes him to be very worried? What does he do?*

Comprehension

- Why didn't Nick want to wear his hearing aid to school? (*Literal*)
- What did Nick mean when he said he could have fun with his hearing aid? (*Inferential*)
- Do you think Nick's gift was a suitable choice? Why? (*Applied Knowledge*)

Follow-up activities

- Discuss why people feel uncomfortable wearing glasses or a hearing aid for the first time. Ask students to suggest how we can help those people to feel more at ease by feeling less self-conscious.
- Ask students to locate other stories where children have helped police or rescue services with their work. Make a class scrapbook of these events to share with other students.

Learning Intentions

- We are learning to understand a broader range of themes in the text, that allow us to develop the skills of problem solving.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type and the typical vocabulary.
- _____

Success Criteria

- I can identify themes in the text, and can improve my problem solving skills relating to issues faced by the characters.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- _____

Guided Reading Notes

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