

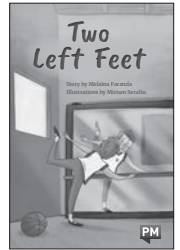
Two Left Feet

PM Level 26

Emerald

Text Type Narrative

Running Words 2503



Preparing for Guided Reading

Prior Knowledge

- Ask students if they have heard the term 'two left feet' before. Discuss its meaning and invite students to give examples of when they felt like they had two left feet.

Orientation to the Text

- Flynn loves basketball, but he's always tripping over his own feet during practice. Then he joins a ballet class, and he realises that dancing may be a way for him to become better at basketball.

Building the Balanced Reader

Grammatical Conventions

- Discuss the use of hyphens in the text to connect two related adjectives that come before a noun, such as *open-mouthed*, *inter-school* and *old-fashioned*.

Vocabulary

Key Vocabulary

all-rounders, barre, coordinated, danseur, deliberate, dribbled, flexibility, grimace, headache, hurtled, informal, inter-school, legendary, opponent, potential, reassure, receding, receptionist, representative, sprinted, stumbled, underdogs, winced

Spelling

- Locate the word *deliberate* in the text. Work with students to identify how many syllables are in the word and compare this with the letter-sound patterns within the word.

Visual Literacy

- Introduce students to the concept of salience as they look at the visuals that accompany the text. Talk about strategies such as placing a person or item in the foreground, which are used to give prominence to particular elements of the illustrations.

Focusing on the Book – Guided Reading

- Look at the front cover and read the title with students. Ask, *How do you think the illustration on the cover relates to the title? What does this tell you about the content of the story?*

- Point out the word *hurtled* on page 2 as an example of a precise verb. Invite students to locate other examples on the page, such as *glimpsed* and *receding*.
- Continue to page 10. Ask, *What cues on this page will help you read it with expression?* Discuss how speech marks and italics can influence the expression that you use.
- Point out the word *skipped* on page 11. Ask, *What does this word tell you about how Amelia is feeling? How would the meaning change if walked or trudged had been used instead?*
- Invite students to read page 16 with expression. Ask, *What punctuation on the page helped you to know the expression to use? What else helped you?*
- Locate the verbs together on page 22. Discuss how a verb like *darted* conveys the action more effectively than a common verb such as *ran*.
- Talk about the emotion involved in the events on page 29. Ask, *How can you match your voice to these emotions?*
- Review the use of the question marks and exclamation mark on page 32. Ask, *How does the pitch of your voice change when you are asking a question?*

Comprehension

- What are some of the moves that Flynn learned at ballet classes? (*Literal*)
- Why did Flynn refer to ballet as his *secret weapon*? (*Inferential*)
- What other activities require grace and flexibility? (*Applied Knowledge*)

Follow-up Activities

- Watch a video or read about the ballet moves mentioned in the text. Try them out with students and talk about how they might relate to playing basketball.
- Brainstorm skills that take practice, such as juggling or whistling. Challenge students to choose one of the skills and practise it every day. Allow them to share their progress and experiences with the class.
- Have students in small groups plan and act out what happens when Flynn's friends watch him at the Dance Spectacular. Encourage students to use precise verbs in their dialogue.

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Learning Intentions

- We are learning to recognise how authors use precise vocabulary.
- We are learning to read with expression.
- _____

Success Criteria

- I can identify a range of action verbs used in the text.
- I can explain why the author chose to use particular words.
- I can use punctuation and the content of what I am reading to make my voice sound interesting as I read.
- _____

Guided Reading Notes

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