

A Card for Ollie

PM Level 11

Blue

Text Type Narrative

Running Words 214



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with the idea that cards are often given on special occasions, such as birthdays.
- Students should understand that things we make for someone can be more special than items that are bought.

Orientation to the Text

- When Stella drops the birthday card she has chosen for her brother Ollie into a puddle, she comes up with a creative solution to make a new card herself.

Key Language Structures

- Adjectives add detail to descriptions of places and objects – *big, funny, muddy, wet*.
- Apostrophes are used to show possession as well as in contractions – *Ollie's card; Ollie's friends; It's; That's; Let's*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

do, late, muddy, myself, stuck, take, that, That's

Content Words

animals, birthday, brother, leaves, muddy, puddle, splash

Decoding

- If students are getting stuck, guide them to look for parts of words that they have seen in other words they already know.
- Look at the word *birthday* on page 2. Ask, *What two smaller words make up this word? How do they relate to its meaning?*

Fluency and Phrasing

- Talk about how the direct speech in the text would sound in real life, and practise using appropriate expression together.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Discuss who students think is on the front cover. Ask, *What questions do you have about the characters?*

- Read to page 5. Point out the word *Ollie's*. Ask, *Why is there an apostrophe in this word?*
- Continue to page 6. Instruct students to find the contraction on the page. Ask, *Why is the apostrophe in this word? How is it different from the apostrophe on the page before?*
- Together, read page 8. Discuss the word *leaves* as the plural of *leaf*.
- Read to page 12. Instruct students to find the word *rabbis* on page 10 and *rabbit* on page 12. Ask, *What is the difference between these words?*
- Continue to page 14. Say, *Find the two apostrophes on this page. Why are they both there?*
- Read to the end of the text. Ask students which of the questions they had about the characters at the start were answered and what questions they still have.

Comprehension

- Why did Stella need to make a card for Ollie? (*Literal*)
- How would you describe Stella? (*Inferential*)
- Do you think Ollie's party was a success? Why or why not? (*Inferential*)

Follow-up Activities

- Talk with students about the reasons that people give cards to each other. Together, choose someone in the school to write a thank you card for. Compose the text for the card with the help of students, then decorate the card before delivering it.
- Brainstorm and record other vocabulary that students might need when writing a card. Ask students to make their own card for someone special in their lives. Check a draft of the text before students write the completed message onto their cards and decorate them.
- Take students outside to collect some leaves, and use Stella's model to make some leaf art of your own. Encourage students to describe the shapes they see in their leaves and to talk about their completed artwork.
- In pairs, ask students to find and record all the words with apostrophes in the text. Have students sort the words according to whether they are contractions or possessives. Instruct each pair of students to join up with another pair and discuss and compare their lists before talking about the words together, to make sure that students have correctly classified them.

A Card for Ollie

Date _____

PM Level 11

Blue

Learning Intentions

- We are learning to question the text as we read.
- We are learning to identify singular and plural words.

• _____

Success Criteria

- I can ask questions about the characters in the text.
- I can say whether words such as *friends*, *card* and *rabbits* refer to one or more than one thing.

• _____

Guided Reading Notes

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