

The Big Trampoline

PM Level 11

Blue

Text Type Narrative

Running Words 198



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with the concept of a narrative. A narrative always has an introduction, a complication and a resolution.

Orientation to the Text

- Hannah wants to jump on the big trampoline but her coach tells her it's just for big children. Hannah shows her coach how confident she is on the big ropes and the big ladder to convince her to let her try the big trampoline. At first, Hannah is a bit nervous, but after a few small jumps, she has fun making big jumps on the big trampoline.

Key Language Structures

- Direct speech is featured in the text. *Hannah said to the coach, "Please can I jump on the big trampoline?"*
- Prepositional phrases add descriptive detail to sentences, e.g. *on the big trampoline, up this big ladder.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

Do, first, laughed, Next, over, That, top

Content Words

coach, trampoline, ropes, ladder

Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Look at the word *trampoline*. Ask, *How many syllables are in this word?*
- Look at the word *coach*. Ask, *What sound do the last two letters make together?* Invite students to find another word in the text where *ch* makes the same sound.

Fluency and Phrasing

- Read a section of the text to the students and ask them to read the same passage focusing on fluency and expression.
- Discuss how punctuation guides how to read direct speech.

Focusing on the Book – Guided Reading

- Discuss the cover and title. Look carefully at the cover illustration. Ask students to predict who is in the illustration. Ask, *What do you think each person in the picture is doing?*

- Read p. 2 together. Ask, *Why doesn't Hannah's coach want her to go on the big trampoline? What could happen?*
- Ask students to read p. 4. Invite students to predict what will happen to Hannah in the story.
- Read to p. 8. Ask, *Why do you think Hannah has shown her coach she can climb to the top of the big ladder and the big rope?*
- Look at the picture on p. 11. Ask students to predict whether Hannah's coach will let her jump on the big trampoline.
- Look at the words *big* and *bigger* on p. 14. Ask, *What was added to 'big' to make 'bigger'? How did this change the meaning?* Invite students to suggest any other comparative adjectives they can think of.

Comprehension

- Why did Hannah thank her coach? (*Literal*)
- How did Hannah feel when she got on the big trampoline? How do you know? (*Inferential*)
- Do you think Hannah's coach made a good decision to let her on the trampoline? Why or why not? (*Inferential*)

Follow-up Activities

- Discuss with students when they have not been allowed to do something that might be dangerous. Ask students to compare how they felt with how Hannah was feeling in the story. In pairs, ask students to discuss whether they think the decision was fair and have them share their responses with the class.
- Using small bounce trampolines, allow students to experiment with doing big and then bigger jumps, or practise making long and longer jumps in the yard. List different comparatives that could be used to describe the actions, such as *high* and *higher* or *far* and *further*. In pairs, have students write and illustrate a statement comparing their jumps – Lily did a big jump but Ella made a bigger jump.
- Ask students if they have done any of the activities that Hannah did in the story. Brainstorm different activities that can be done in a gym and list them on the board. Have each student choose their favourite activity from the list and draw and label it on a small piece of card. Make a simple picture graph using the information and talk about it with the group to see which activities were the least and most favourite.

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Learning Intentions

- We are learning how adjectives can be changed to make comparisons.
- We are learning to use punctuation to help us read with expression when people are talking in a story.
- _____

Success Criteria

- I can write a sentence comparing two events or items using comparative adjectives.
- I can read fluently when there is speech in a story.
- _____

Guided Reading Notes

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