

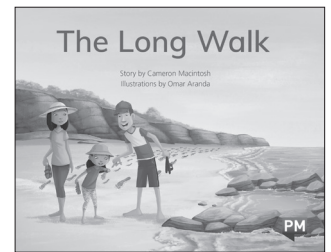
The Long Walk

PM Level 11

Blue

Text Type Narrative

Running Words 207



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with how watches or other devices can track the number of steps people have taken.
- Students should understand how walking along the beach can leave visible footprints.

Orientation to the Text

- Hana wants to use her special watch to count the number of steps she takes with her parents along the beach. But when her watch doesn't work, she thinks of a clever way to count her footsteps.

Key Language Structures

- Sentences of increasing length incorporate prepositional phrases – *by the sea; over to the rock pool; in the sand.*
- Pronouns are used to add cohesion to the text – *her, I, They, We, You.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

fix, over, rock, sand, sea, sorry, work

Content Words

beach, beautiful, count, steps, watch

Decoding

- Encourage students to run their finger beneath longer words and read right through the word to make sure the endings are correct.
- Look at the word *watch* on page 2. Ask, *What sound does the 'a' make in this word? What other words do you know where 'a' makes the same sound?*

Fluency and Phrasing

- Support students to monitor their reading by asking them to have another go if they have not read a word correctly. Then, ask them to re-read the entire sentence.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students what they already know and what they would like to know about the characters in the text.

- Read page 2. Point out the word *watch*. Ask, *What is the final sound in this word? How many letters make this sound?*
- Look at page 4. Ask students to find the word that ends in the 'ch' sound. Ask, *Which letters make the 'ch' sound in this word?*
- Continue to page 8. Invite students to tell you in their own words what has happened in the story so far. Ask, *What do you want to know about Hana now? What do you think the author will tell you next?*
- Read to page 12. Ask, *Who is talking on this page? How do you know?*
- Continue to page 15. Discuss how Hana was able to find out how many steps she had taken. Ask, *Would this solution have worked if Hana and her family were at the park?*
- Read to the end of the text. Ask students what they would ask Hana if they could.

Comprehension

- Where did Hana and her parents walk to? (*Literal*)
- How do you think Hana felt when she realised her watch did not work? (*Inferential*)
- Why do you think they could not fix Hana's watch at the beach? (*Inferential*)

Follow-up Activities

- Invite students to share their experiences of when they have been on a long walk. Talk about where they went and why. Make a list of words to describe their feelings before, during and after the walk.
- Ask students to close their eyes and visualise where they would end up if they took 10 000 steps from the school. Model writing a short '10 000 steps from school' narrative. Then, have students write or make a recording of themselves describing their own narrative of where they thought they would end up and what happened on the way there.
- Discuss with students why exercise is important, and talk about other ways to keep fit and healthy. Choose two or three things that you could do as a class and make a plan for how you will do them.

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Learning Intentions

- We are learning to question the text as we read.
- We are learning to recognise and read final sounds in words.

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Success Criteria

- I can ask questions about the characters in the text.
- I can read words such as *beach* and *watch* that have the same final sound.

• _____

Guided Reading Notes

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