

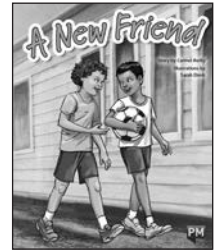
A New Friend

PM Level 19

Purple

Text Type Narrative (Imaginative)

Running Words 527



Preparing for Guided Reading

Prior knowledge

- Talk about the importance of making new people feel welcome at school.
- Ask students to share any experiences of having to choose between two invitations.

Orientation to the text

- In this book, Josh makes friends with a new boy at school, Ben. Ben invites Josh to his home to play. Josh accepts the invitation, but his loyalty is torn when he receives a more exciting invitation for the same day. Josh decides to honour his promise to Ben, and they have a wonderful time together.

Building the Balanced Reader

Vocabulary

Key vocabulary

school, outside, new, together, surprised, amazing

Content words

football, goal, practised, bowling, movies

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the book – guided reading

- Discuss with students how it must feel for Ben being new at the school that week. Ask, *How do you think Ben feels when Josh invites him to play football?*
- Ask students if they think Ethan is being considerate of Ben's feelings when he tells Josh to cancel his plans with Ben, on p. 6. Ask, *Do you think Josh will change plans?*
- Ask, *What do you think Mum means when she says, "Well, Josh, you will know what to do."?*

- Have students look at Josh's face in the illustrations on pp. 10 and 11. Ask, *What do Josh's facial expressions tell us about how he feels about being at Ben's place?*
- Ask students why they think the morning passes quickly for Josh. Ask, *What does this tell you about whether or not Josh is enjoying himself?*
- Ask students what they think Josh has learned from keeping his word to Ben. Ask, *Do you think Josh gained more than he missed out on today?*
- Revise elisions, e.g. *you're, there's, can't, you'll, shouldn't, couldn't, let's*.
- Revise ll words, e.g. *football, all, really, bell, small, will, still*.
- Revise the ou digraph, e.g. *would, around, should, out, thought, shouldn't, you*. Talk about the different sounds that this digraph makes in different words.

Comprehension

- What did Ben and Josh do on Saturday morning? (*Literal*)
- Why did Ethan tell Josh he would have more fun going bowling? (*Inferential*)
- Why did Mum tell Josh that he would know what to do? (*Applied Knowledge*)

Follow-up activities

- Ask students to think of a time they were invited to more than one event on the same day. Have them write about which one they chose, and why. Did they feel good or bad about this decision later?
- Using the BLM, have students make a list of all of the *ou* words in the book, and arrange them into columns based upon the sound that the *ou* makes (e.g. *around, would, you*).
- Ask students to imagine that Josh accepted Ethan's invitation and cancelled on Ben. Have them imagine how Ben felt that day, and what Josh might have said to Ben later on. Have students write their thoughts in the form of an alternative ending to the story.

A New Friend

Date _____

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, scanning across words and affixes to decode the text.
- We are learning to make predictions about the text and to integrate our knowledge of reading skills and strategies to derive greater meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, scanning across words and affixes to assist me in decoding the text.
- I can predict events in the text and use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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