

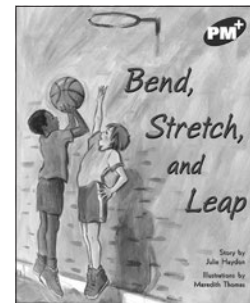
Bend, Stretch and Leap

PM Level 19

Purple

Text Type Narrative

Running Words 453



Preparing for Guided Reading

Orientation to the text

- Encourage students to talk about occasions when hurtful comments or 'put-downs' have led to feelings of discouragement. Write each hurtful comment on a piece of paper.

Prior knowledge

- Tommy likes lots of things, including ballet. However, after negative comments, he decides to give it up. This story offers opportunities for discussion about how to respond in positive ways to comments that are hurtful.

Building the Balanced Reader

Vocabulary

Key vocabulary

arrived, decided, fourth, happily, learned, thought

Content Words

balance, ballet, basketball, exercises, idea, leap, music, stretch, visitor

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 story – guided reading

- Read the title. Discuss the cover and title page illustrations. Talk about dance types, e.g. rock and roll, line dancing, etc.
- Identify Tommy's many interests.
- Discuss the advantages of being fit and the different ways this can be achieved.
- Reflect upon Tommy's hurt feelings after the mischievous comments from his peers. Recall that Tommy has many interests besides ballet.
- Ensure that students understand the need for warm-up exercises before a physical activity. Ask, *Why were the children excited about Greg Stanley's visit?* Talk about why the comments he made restored Tommy's enthusiasm for ballet.

- After reading the story, write 'put-down' statements from the story on pieces of paper. Give these to students prior to re-reading the story. Have them put these into the bin. Talk about making these the last put-downs ever!
- Clap, say and write these words as syllables: *fav/our/ite, bas/ket/ball, de/cid/ed, im/por/tant, ex/er/cise, hap/pi/ly*.
- Discuss the comparative form of some adjectives, e.g. *high, higher; fit, fitter*.
- Talk about the soft *c* sound in *decide* and *exercise*.
- Find words in the text that name actions. Write these and other action verbs on the whiteboard, e.g. *bend, stretch, leap, run, jump, pull, push, catch*, etc. Have a child mime an action, while others find the word on the list. Write the words in sentences.
- Revise the names for ordinal numbers, e.g. *first, second, third, fourth*, etc.

Comprehension

- What things did Tommy like to do? (*Literal*)
- Why did Jackson tease Tommy about doing ballet? (*Inferential*)
- How would Jackson have felt when Greg said he had learned ballet when he was a boy? (*Inferential*)

Follow-up activities

- Make posters promoting the advantages of keeping fit. Talk about using visual images to convey meaning. Revise effective use of space, print, colour combinations and illustrations.
- Discuss keeping-fit exercises. In pairs, have students plan exercises they could teach to others. On prompt cards, invite them to write explanations and/or illustrate the exercises. Have students teach these to another group of children.

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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