

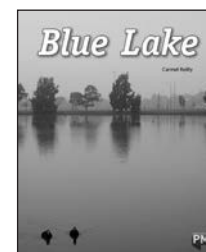
Blue Lake

PM Level 19

Purple

Text Type Description (Informative)

Running Words 458



Preparing for Guided Reading

Prior knowledge

- Talk about lakes, and some of the activities that people can enjoy on lakes or around them. Discuss the fact that lakes are an ideal habitat for many types of plants and animals.

Orientation to the text

- In this book, the reader learns about a lake, Blue Lake, that is ideal for a range of recreational activities, as well as being a home to all sorts of wildlife.

Building the Balanced Reader

Vocabulary

Key vocabulary

blue, visit, city, boats, plants, animals, something, everyone

Content words

lake, island, jetty, eels, reptiles, exercise, sailing, row, rangers

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

- Read the title together and discuss the cover photo. Ask students where they think Blue Lake might be.
- Discuss the activities that people enjoy at Blue Lake. Ask students if they can think of other activities that would be suitable for this area.
- Direct students to look at the map on pp. 4–5, and ask for their thoughts about the purpose of the key at the bottom of p. 5.
- Discuss the plants and animals that live around Blue Lake. Have students identify ways in which the plants and animals depend upon each other.

- Ask students why they think the lake is such a good place for activities such as sailing, rowing and fishing. Ask, *Why are calm waters particularly good for rowing?*
- Have students share their prior knowledge about the roles performed by park rangers. Discuss the specific duties of the rangers at Blue Lake.
- Discuss the author's use of adjectives to give a vivid description of Blue Lake and the activities that occur there, e.g. *beautiful, long, healthy, clean*.
- Revise consonant blends encountered in the text, e.g. *Blue, where, there, small*.
- Revise the *-ing* suffix, e.g. *walk, running, watching, happening*.

Comprehension

- Why are sail boat races held at Blue Lake? (*Literal*)
- Why do lots of people like to walk or run in the park? (*Inferential*)
- What kinds of photographs would people take at Blue Lake? (*Applied Knowledge*)

Follow-up activities

- Have students write an adventure story about a day spent at Blue Lake. The story could feature an activity mentioned in the book, such as fishing or sailing.
- Ask students to design their own lake, for a city environment like the area seen in the book. Using the map on pp. 4–5, encourage students to include features such as a track, island, jetty and picnic tables, as well as any other features they can think of.
- Have students turn to p. 16 of the text and illustrate each entry to make a pictorial glossary. Encourage them to think creatively about how the verb *exercise* can be shown.
- Direct students to make a list of all the animals mentioned in the text. Have them decide which of these animals is at most risk from human activity, and make five rules for lake visitors to ensure that the animal stays safe and well.

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