

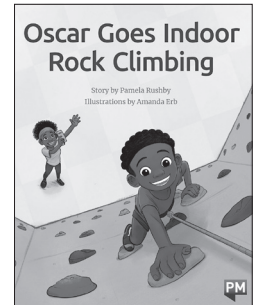
# Oscar Goes Indoor Rock Climbing

PM Level 19

Purple

**Text Type** Narrative

**Running Words** 527



## Preparing for Guided Reading

### Prior Knowledge

- Students should have a basic understanding of what indoor rock climbing is, and what it looks like inside a rock climbing centre.
- They should also understand the concept that activities cost money, and it is therefore sometimes necessary to choose what you can and can't do based on the costs.

### Orientation to the Text

- Oscar wants to have his birthday party at an indoor rock climbing centre after his sister, Georgia, shows him photos of her trip to one. His parents explain that it will be too expensive if he asks all seventeen people on his invitation list, so together they come up with a clever compromise.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*arrived, decide, excited, I'd, idea, matter, quite, reach, Really, thought, whispered, wrote*

#### Content Words

*basketball, costs, guitar, indoor, laptop, list, phone, photos, rock climbing, seventeen, web page*

### Decoding

- Talk with students about the two different sounds that 'ed' can make at the end of a past-tense verb. Guide them to think about which sound is in each of the 'ed' words that they read.
- Support students to read on and read back when they come across an unfamiliar word, to identify what looks right, sounds right and makes sense in the sentence.
- Look at the word *photos* on page 4 together. Ask, *What sound is at the start of this word? Can you see another word on the page with the same letter-sound pattern?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What can you see in the illustration? What does this tell you about the story?*
- Point out the word *said* on page 2. Ask, *What other word on this page has a similar meaning to said? Why do you think the author used asked instead of said in the second sentence?* Introduce students to what a synonym is.

- Continue to page 5. Ask, *Do you think this story is set today or in the past? What makes you say that?*
- Read page 8 together and point out the word *whispered*. Ask, *What other word could the author have used here? Why do you think she chose to use whispered?*
- Together, find all the verbs that indicate someone is speaking on page 12. Ask, *What do you notice about when the author used asked? Why did she use said instead of asked in the second sentence?*
- Continue to page 14. Ask, *Where has all the action in the story taken place so far? What do we know about Oscar's home?*
- Read pages 15 and 16 together. Explain that the setting of the story has now changed. Ask, *Where is the story taking place now? Why did the author change the setting?*
- Re-read the text together and review when *asked* was used instead of *said* throughout.

### Comprehension

- What made Oscar want to go rock climbing? (Literal)
- What sort of person do you think Georgia is? Why? (Inferential)
- What do you think might be difficult about rock climbing? (Applied Knowledge)

### Follow-up Activities

- Brainstorm different words for *said* together. You might also want to introduce using a thesaurus to help you add to your list. Revisit page 2 of the text and ask students to work with a partner to try some of the words from your list in the sentences, instead of *said* or *asked*. Come back together and discuss which ones would be appropriate and which ones would not.
- Read a non-fiction text with students about indoor rock climbing. As you read, ask one group of students to focus on what is done to keep climbers safe, one to focus on the equipment that is used and one to focus on what the rock climbing centre looks and feels like. Have each group write, illustrate and share a short piece detailing their observations.
- Re-read the title of the text together and talk about how much of the story took place in the indoor rock climbing centre and how much took place elsewhere. Ask students to think about whether they think the title is a good one, and share some ideas for alternate titles.

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## Learning Intentions

- We are learning to recognise synonyms and why they are used.
- We are learning to identify and describe the setting in a narrative.

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## Success Criteria

- I can find different words for *said* in the book.
- I can explain why the author didn't use *said* every time someone was speaking.
- I can use information from the text to describe and discuss when and where the story is set.

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## Guided Reading Notes

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