

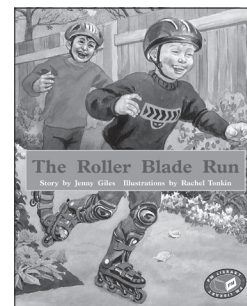
# The Roller Blade Run

PM Level 19

Purple

**Text Type** Narrative

**Running Words** 402



## Preparing for Guided Reading

### Orientation to the text

- Have the children re-read *Roller Blades for Luke* (PM Story Books Orange Level).

### Prior knowledge

- Luke and his friend Andrew, who lives next door, use their initiative and make a roller blade run.

## Building the Balanced Reader

### Vocabulary

Key vocabulary

*I'd, quite, roller, skated*

Content Words

*board, borrow, course, driveway, forgotten, greatest, ramp, whatever, wooden*

### 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

- Examine the cover illustration and have students describe Luke and Andrew's feelings.
- After students have read pp. 2–6 and studied the illustrations carefully, ask them to describe the roller blade run around the adjoining properties. From these descriptions, draw an 'aerial view' on a chart, which should closely match the map on pp. 14–15.
- Have students examine the illustration on pp. 8–9 and predict what the boys could do.
- Remind students that Luke and Andrew helped their elderly neighbour, Mr Gray, in the story *Roller Blades for Luke*. Ask them to suggest what might happen next.
- Read the text on pp. 12–13. Were students' predictions correct?
- Study the map and trace the boys' route.

- Discuss the illustration on p. 16 and the obvious pleasure that all the adults have derived from the actions of the boys.
- Introduce more difficult letter clusters. Locate words from the text containing these letters e.g. *amp* – *ramp*
- Identify comparatives and superlatives, e.g. good, better, best

### Comprehension

- How did Luke and Andrew help Mr Gray? (*Literal*)
- Why did the boys have to roll carefully down the ramp? (*Inferential*)
- Why did Andrew think it was the 'greatest' roller blade run? (*Inferential*)

### Follow-up activities

- Ask students to design a roller blade run they could construct at school. Draw a map of the course, similar to the one shown in the book.
- Discuss appropriate safety gear to wear when using roller blades. Encourage students to justify each piece of equipment by describing how it help to protect the user.

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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.

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## 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.

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## Guided Reading Notes

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