

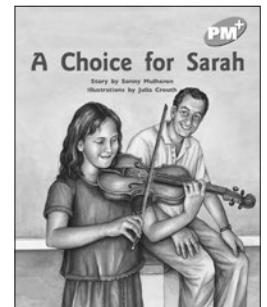
A Choice for Sarah

PM Level 23

Silver

Text Type Narrative

Running Words 762



Preparing for Guided Reading

Orientation to the text

- Invite students who have participated in out-of-school competitions to share their experiences.

Prior knowledge

- Sarah has a music exam and a gym competition on the same day. She knows, if she is to do her best, she will be unable to practise for both. This story is about how she makes her choice.

Building the Balanced Reader

Vocabulary

Key vocabulary

awful, choice, exclaimed, piece, practise, properly, soared, thoughtful, understand, usually

Content Words

champion, competition, decision, exam, handstands, instruments, mistakes, musicians, orchestra, perfect, relieved, standard, violin

Decoding

- Consolidate recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and the events in the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Read the title. Study the cover and title page illustrations. Predict what the story might be about.
- Talk about practising before an exam. Notice how Sarah is really concentrating. Discuss the way in which Mum offers encouragement.
- Search for vocabulary related to gymnastics. Discuss Sarah's problem.
- Reinforce the reasons why Sarah must make a decision. Discuss the advice offered by both teachers. Ask, *What would you do if you were Sarah?*
- Discuss the dedication required to enter top competitions.

- Study the illustration on pp. 12–13. Notice how intently Sarah and her parents are listening.
- Search the text for the reasons that helped Sarah to make her decision. Emphasise the pleasure that both Sarah and Mr Kahn felt with Sarah's improved playing of her exam piece.
- Revise the contractions *I've, I'll, we've, I'd, don't, couldn't, can't* and *you'll*.
- Revise ordinal numbers: *first, second*, etc.
- Revise homophones: *piece, peace; right, write; Jim, gym; week, weak*. Encourage students to use each word correctly in a sentence.
- Write the sentence, *The sound of the violins soared above the rest of the instruments*. Discuss the meaning of *soared*. Use a thesaurus to find other words that mean the same.
- Write *musician* and *gymnast* on a chart. Recall what these people do well. List the names of other people who have special interests, e.g. *potter, writer*, etc.

Comprehension

- Which two events were on the first of March? (*Literal*)
- Why did Mr Kahn suggest Sarah talk to her parents about the decision she had to make? (*Inferential*)
- Why is it sometimes very difficult to make a decision? (*Applied Knowledge*)

Follow-up activities

- Help students to research the names of great sporting or musical achievers. Record and share the information.
- Write about and draw the stringed instruments in an orchestra. Encourage interested students to find out about the other instruments in an orchestra. Include sketches, labels and explanations on a large wall display.
- Write a personal recount of an experience where performance was improved through practice.

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Learning Intentions

- We are consolidating our knowledge of high-frequency words, and using phonics, syllabification, familiar words, affixes and scanning to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences, vocabulary in the text, and potential solutions to the problem encountered by the characters.

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Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, personal experiences, vocabulary and potential solutions to the problem presented in the text.

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Guided Reading Notes

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