

A Little Adventure

PM Level 23

Silver

Text Type Narrative

Running Words 823



Preparing for Guided Reading

Orientation to the text

- Ask students who have been hiking/tramping to talk about their experiences. Discuss safe practices for this type of outdoor activity.

Prior knowledge

- In this story, which is a sequel to *The Special Ride* (PM level 21), the girls go hiking along a bush track. They follow it carefully until Lucy runs into the bush to look for a bird! When they return to the track, they soon become puzzled. Shouldn't they have reached the end by now?

Building the Balanced Reader

Vocabulary

Key vocabulary

adventure, backpacks, manage, mustn't, unusual

Content Words

aching, breaking, continued, dismay, expected, gloomily, muddled, musical, nibbled, puzzled

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

- Discuss the cover illustration. Have students predict what kind of adventure the girls might have.
- Talk about where Nick is going and who he is going with. Discuss the phrase: *But our parents would never let us.*
- Ask students to suggest what the girls would have put on their list, e.g. heavy boots, thick clothing, food and water, etc. Invite students who have been on a flying fox to share their exciting experience.
- Have students search the text for examples of safe hiking practices.

- Discuss the two statements *You mustn't leave rubbish in the bush* and *Fruit is all right because things like banana skins are food for the trees.*
- On pp. 10–11, the girls are back on the track, yet they are puzzled. Discuss what might have happened.
- Have students check their predictions. Discuss the meaning of *muddled*. Confirm this by checking in a dictionary.
- Discuss the girls' decision to finish the hike. Ask students why chocolate was a good food to eat.
- Discuss complex sentences that contain an independent and an independent clause, e.g. *When they arrived at the farm, the girls put on their backpacks.*
- Locate conjunctions that join phrases in a sentence, e.g. *because, but, and.*

Comprehension

- Where did the girls go hiking? (*Literal*)
- Why did the girls find themselves back at the tree with the banana skins? (*Inferential*)
- What might Nik have said if the girls had told him the truth about their 'little adventure'? (*Applied Knowledge*)

Follow-up activities

- Ask students to make a list of safety points that should be followed when walking in the bush.
- Talk about suitable scraps to place into a compost bin. Encourage students to research how these items break down and become a valuable source of nutrients for other plants.

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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