

Adventure in the Hills

PM Level 23

Silver

Text Type Narrative

Running Words 872



Preparing for Guided Reading

Orientation to the text

- Discuss trail-bike riding. Show pictures of riders in action. Talk about how the bikes are specially designed for rough, dirt-track riding.

Prior knowledge

- While hiking, Tim and Jeff encounter an enormous pine tree lying across a dirt road. When they hear an approaching trail bike, they know they must warn the rider of imminent danger.

Building the Balanced Reader

Vocabulary

Key vocabulary

accident, anxiously, course, direction, distance, probably, travelling, warning

Content Words

concentrating, forestry, frantically, scientists, swerved, vehicles

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. Discuss the setting for this story. Recall the initiative displayed by Tim and Jeff in other stories, e.g. during the rescue in *Kayaking at Blue Lake* (PM level 22).
- Discuss reasons for using the road. Explain that this type of road has the dual purpose of also being a fire break.
- Study the illustration on pp. 4–5. Reinforce the danger to approaching vehicles. Talk about why the rider changed to a lower gear before the really steep part of the hill.

- Discuss the actions of the two boys. Admire their initiative in responding quickly to the situation. Talk about why the bike rider's head is down as he manoeuvres his bike over the bumps and hollows. Observe what the bike rider is wearing.
- Talk about how a two-way radio works.
- Recall the events in the story that made Jeff say, *This has been a great day.*
- Use a thesaurus to find synonyms for: *enormous, concentrating, dangerous.*
- Identify root words: *repeat, repeating; equip, equipment; slip, slippery.*
- Discuss the use of emotive words that add deeper meaning to the text, e.g. *anxiously, frantically.*
- Recall words that express feelings: *Hey! Quick!*
- Search the text for phrases that contain adjectives, e.g. *a rolled newspaper, a quiet country town.* Recall that an adjective is added or linked to a noun to describe or modify it. Experiment with changing an adjective.
- Discuss the meaning of common sayings, e.g. *Dear me!, What's up?, Drat that cat!*

Comprehension

- What had happened that made the road dangerous for vehicles? (*Literal*)
- Why was red a good colour to use to warn vehicles about the danger on the road? (*Inferential*)
- Why would vehicles coming from the other direction be able to see the fallen tree? (*Applied Knowledge*)

Follow-up activities

- Recall reasons why trail-bike riding is a dangerous sport. Draw a trail-bike rider wearing essential safety gear.
- Pretend to be Tim or Jeff and write a letter to a friend, retelling the events of the day.
- Research information about different bike sports, e.g. mountain biking, BMX racing, side-car racing, etc. Ask students to make notes describing the different sports. Provide an opportunity for them to refer to their notes as they share information orally.

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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