

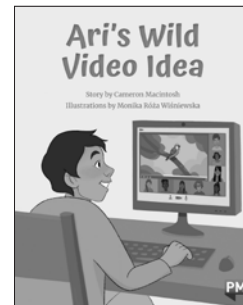
Ari's Wild Video Idea

PM Level 23

Silver

Text Type Narrative

Running Words 1132



Preparing for Guided Reading

Prior Knowledge

- Talk with students about their experiences with competitions and how the winners of competitions are decided.
- Students should have some familiarity with digital technology and how it is used to communicate and to create videos.

Orientation to the Text

- When Ari finds out that the students in his class need to create a video about their lives for a video-making competition, he is worried the wheat farm he lives on is too boring. When he looks hard, Ari starts to notice the wild animals on his farm, and he realises he has found a great subject for his video.

Building the Balanced Reader

Vocabulary

Key Vocabulary

award, competition, computer, eagle, judges, project, remote, unfortunately

Content Words

devices, digital, equipment, footage, impressed, interrupted, presentation, quality

Decoding

- Guide students to look for parts that they recognise in longer words to help them decode.
- Ask students to watch out for different letter combinations that make the 'f' sound in words, such as *photo*, *phone* and *fifteen*.
- Look at the word *footage* together. Ask, *What sound does the 'a' make in this word? What other words do you know with the same ending?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *Who do you think Ari is? What do you think he is doing? What makes you say that?*
- Read pages 2–3 together. Ask, *Where on this page is someone speaking? What punctuation is used to show you this?*
- Continue to page 5. Invite students to share their own experiences with using technology for learning. Ask, *How are your experiences similar to and different from Ari's so far?*

- Look at the dialogue on page 7. Ask, *Why are speech marks used on this page? Why are some of the words in italics?*
- Read to page 12 together. Ask, *Do you think people would be interested in finding out about where you live? Why or why not?*
- Look at page 15 together. Ask, *Which words on the page show what Ari is thinking? How has the author made sure you know this?*
- Read to page 20. Ask, *What personal qualities did Ari have that helped him to overcome the problems with making a video about his home? When have you had to use the same personal qualities?*
- Read page 22 together. Ask, *How many judges are speaking on this page? What clues in the book tell you this?*
- Read to the end of the book. Ask, *How did Ari feel at the end of the book? Does the ending remind you of any of your own experiences?*

Comprehension

- What did Ari tell a story about in his video? (*Literal*)
- Why did the author call the book *Ari's Wild Video Idea*? (*Inferential*)
- Would you want to watch Ari's video? Why or why not? (*Applied Knowledge*)

Follow-up Activities

- Invite students to think about other books that they have read that this story reminds them of. Guide them to consider books with similar settings, characters or storylines. Ask students to share their thoughts with a partner, encouraging them to make comparisons and give reasons for their choices. Provide the opportunity for students to speak about their findings to the group.
- Make a list of and discuss the elements of a good short film with students, including having a clear message or storyline, the camera angles used, background music and speaking in a clear voice. Talk about why each is important, and the effect on the audience if they are not done well.
- Ask each student to make their own video about their lives. You might like to run a competition similar to the one in the story. Give students a time limit of five minutes for their videos and make some clear guidelines together about what the film should include and how to approach it. Hold a screening session to share the finished videos.

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Learning Intentions

- We are learning to make connections with what we read.
- We are learning to understand how punctuation makes writing clearer.

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Success Criteria

- I can make links between events and characters' feelings in the text and my own life.
- I can identify how speech marks are used in dialogue in the text.
- I can recognise italics and explain why they are used in the text.

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Guided Reading Notes

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