

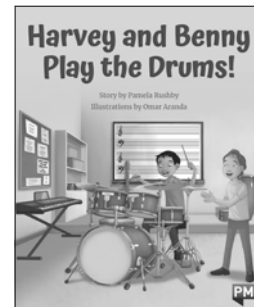
Harvey and Benny Play the Drums!

PM Level 23

Silver

Text Type Narrative

Running Words 1130



Preparing for Guided Reading

Prior Knowledge

- Ask students to share what they know about different musical instruments. Talk about what drums are and how they are used in music.
- Ensure students are familiar with the general structure of a narrative, including the orientation, complication and resolution, to help them understand what to expect from the text.

Orientation to the Text

- Harvey and Benny are excited to learn about a big band competition for schools. They both start practising to see who can represent their school to win the prize for best drummer. While Harvey is the better drummer, when he injures his arm, Benny has to step in. But will he win the competition?

Building the Balanced Reader

Vocabulary

Key Vocabulary

accident, announcing, competition, drum, drummer, noticeboard, perform, performances

Content Words

bass, cymbals, descended, entrant, famous, internet, practise, snare, sprained, wrist

Decoding

- Break down compound words, such as *noticeboard*, into the two words that make them up. Discuss how these relate to the meaning of the compound word.
- Look at the words *practise* on page 6 and *practice* on page 17. Talk about how the first is a verb and the second is a noun, and how this affects the way they are spelled and used.
- Look at the word *descended* together. Ask, *Where would you break this word to make it easier to read? Which parts of the word do you recognise?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *Who is this book going to be about? What do you think will happen in the story?*
- Read pages 2–5 together. Ask, *What has happened so far in the story? What do you think will happen next?*
- Continue to page 7. Look at the word *practised*. Ask, *What is the base of this word? How has adding 'd' changed the meaning?*

- Read the chapter 'Let There Be Drums' on pages 10–15 together. Invite students to tell you in their own words what happened in the chapter. Ask, *Which events in this chapter do you think are the most important? Why?*
- Return to page 12. Ask, *Which words on this page have drum as the base?* Talk about what has been added to each of the words and how the suffixes change the meaning.
- Continue to page 15. Ask, *Which events so far do you think might be important to the rest of the story? What do you think will happen next?*
- Find the word *perform* on page 22 together. Ask, *What words do you know that have perform as the base?* Draw students' attention to the word *performances* on page 24 and discuss what was added to the base.
- Read to the end of the text. Invite students to tell you in their own words what the story was about. Ask, *Why did the author include Ms Chan filming Harvey? What other events in the story were important?*

Comprehension

- Why did Harvey get to practise drumming more than Benny? (*Literal*)
- Why sort of person is Benny? What makes you say that? (*Inferential*)
- What can you learn from Harvey about what is important when you are learning a new skill? (*Applied Knowledge*)

Follow-up Activities

- With students, find and list all the words from the book that have *drum* as their base. Talk about how the base was changed to make words such as *drummer* and *drumming*, and how each suffix changed the meaning. Invite students to suggest other words with *drum* as the base to add to your list.
- Revisit the different kinds of drums listed in the text. Conduct some online research with students to hear what each drum sounds like. Then, find a famous drumming piece, such as Sandy Nelson's 'Let There Be Drums', and listen to it together. Allow students to share their responses to the music.
- Ask students to write a diary entry from the perspective of Harvey, Benny or Ms Chan. Talk about the important events to include. Share students' finished pieces and discuss the different perspectives on the same incidents.

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Learning Intentions

- We are learning to summarise what we read.
- We are learning to read longer words.

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Success Criteria

- I can use my own words to retell the important information from the book.
- I can identify the base of nouns and verbs such as *performances* and *practised*.
- I can identify words in the text with a common base, such as *drumming* and *drummer*, and explain how the base is related to the meaning.

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Guided Reading Notes

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