

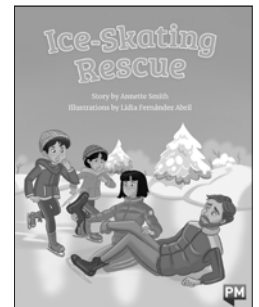
# Ice-Skating Rescue

PM Level 23

Silver

**Text Type** Narrative

**Running Words** 1334



## Preparing for Guided Reading

### Prior Knowledge

- Invite students to share any experiences they have had at the snow and discuss the associated vocabulary. Talk about the difference between ice skating and sledding.
- Ensure students are familiar with the general structure of a narrative – in particular, the orientation, complication and resolution – to help them understand what to expect from the text.

### Orientation to the Text

- Jin and Lee are excited to be on a trip to the snow with their parents. But when the family go ice skating on a frozen lake, Dad slips and injures his ankle. The boys must come up with a plan to get him back down the mountain safely.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*champion, damage, disaster, distance, frozen, helicopter, hobble, rescue, skating, stranded*

#### Content Words

*anxiously, coverage, effortlessly, glistened, icicles, previous, supplies*

### Decoding

- Point out the 'ly' on the end of adverbs such as *anxiously* and *properly* to find the base, and help students to read and understand them.
- Encourage students to think about what might happen next in the text to help them to read with fluency and recognise words more easily.
- Look at the word *glistened* together. Ask, *What smaller words can you see in this word? How might that help you to read it?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *Who is this book going to be about? What does the title tell us about the story?*
- Review the contents on page 1 together. Ask, *What does the contents list tell us about the story?* Invite students to predict what they think the plot will be and to give reasons for their predictions.

- Look at all the punctuation on page 2 with students. Discuss the function of the hyphen in *snow-covered* and the punctuation around the dialogue on the page.
- Show students the ellipsis on page 9 and explain what it is called. Ask, *What effect does the ellipsis have in this sentence? Why do you think the author included it?*
- Read to page 13. Invite students to think about their predictions and compare them with what has happened in the story so far. Ask, *What can help you to make good predictions about what you are reading?*
- Before continuing, remind students that the next chapter is called 'A Great Idea'. Ask, *What did you think the great idea was going to be before you read the text? What do you think it is going to be now?* Discuss the clues that students are basing their predictions on.
- Point out the dash on page 22. Ask, *What is this called? Why did the author use it?*
- Read to the end of the text and compare students' predictions with what happened. Ask, *Why is it important to make and adjust predictions as you read?*

### Comprehension

- How did Dad hurt his ankle? (*Literal*)
- Why did Jin, Lee and Mum move the ropes to the front of the sled when they got to the top of the hill? (*Inferential*)
- What is important to do to prepare for a trip in the mountains? (*Applied Knowledge*)

### Follow-up Activities

- Ask students to reread the text and find words for different ways to move, such as *whirled* and *hobble*. Come back together and make a consolidated list of their findings. Discuss why the author chose to use particular words, such as *hobble*, instead of more common words, such as 'walk'. Brainstorm other words you could add to the list so that students can refer to it when they are writing.
- Revise the conventions for punctuating direct speech with students. In pairs or small groups, ask students to write a short dialogue script with the title 'Disaster Strikes'. Have students swap scripts with another group and check whether they have used correct punctuation. Support the groups to give each other feedback.

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## Learning Intentions

- We are learning to think as we are reading.
- We are learning to understand and interpret punctuation.

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## Success Criteria

- I can make predictions about what will happen in the story.
- I can adjust my predictions based on what I have read.
- I can recognise forms of punctuation, including dashes and ellipses, and explain why they are used.

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## Guided Reading Notes

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