

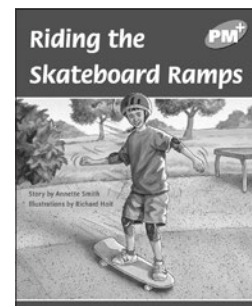
# Riding the Skateboard Ramps

PM Level 23

Silver

**Text Type** Narrative

**Running Words** 854



## Preparing for Guided Reading

### Orientation to the text

- Discuss the students' skateboarding experiences. Encourage the use of topic-related vocabulary, e.g. *turning, flipping, crouching, balancing*, etc.

### Prior knowledge

- Zac and Grandad are at the new skateboard park. Zac notices that his skateboard is not where he left it. When he speaks to the girl who appears to be using his board, Zac is ignored! Can this situation be resolved amicably?

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*admired, design, engineer, exclaimed, muttered, practising*

#### Content Words

*concentrating, control, crouching, defiantly, ignored, official, ramps, recognising, skateboard, uncomfortable*

### 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 illustrations on the cover and title page.
- Reinforce the need for students to take increasing responsibility for their own safety, which includes wearing the correct safety gear. Talk about what an *official opening* and *display* might include. Search for vocabulary that describes moves made by skateboarders. Discuss Zac and Lucy's concentration as they practise by themselves.
- Zac is concerned for the girl's safety. Ask, *Why did she mumble something that Zac couldn't hear?*
- Talk about what Zac might do next.

- Discuss Jaimie's defiant statement to Kurt and his cross reply. Talk about how the situation was resolved. Reinforce the meaning of *riding the ramps properly*.
- Discuss reasons for Zac's changed attitude towards entering the display.
- Discuss words used to attract attention: *Hi! Hey!*
- Revise words that are opposite in meaning, e.g. *orwards, backwards; quickly, slowly*.
- Revise the role of adverbs in adding meaning to the verbs in the text, e.g. *defiantly, properly*.
- Revise vowel combinations: *believe; cheered, engineer; Jaimie, against, railings*.
- Search the text for longer sentences where two ideas have been joined together. Highlight the joining words, e.g. *and, because, that, with, as*.

### Comprehension

- Why didn't Zac want to go in the display at first? (*Literal*)
- Why did Jaimie think it was appropriate to use Zac's skateboard without asking? (*Inferential*)
- How did Kurt become so good at riding the ramps? (*Applied Knowledge*)

### Follow-up activities

- Discuss the essential design features of a skateboard park. In small groups, have students design a skateboard park they would like to have in their community. When completed, they could fax the design to their local council with recommendations for its construction.
- Have students write an imaginary story about the official opening. Invite them to publish their reports on the computer. Ask them to add appropriate headings, graphics and borders.
- Encourage the children to present information to an audience. On a chart, write vocabulary that describes specific skateboard moves.
- Have the children illustrate the moves and share their information with others.

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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