

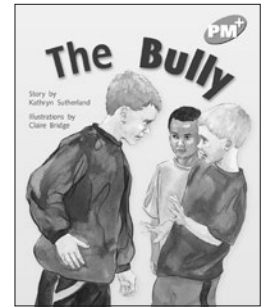
The Bully

PM Level 23

Silver

Text Type Narrative

Running Words 849



Preparing for Guided Reading

Orientation to the text

- Discuss bullying incidents that have occurred at school or at play. Talk about why confronting bullies is not an easy thing to do, especially if they are much bigger than you.

Prior knowledge

- This story provides an opportunity for students to discuss how best to respond when being bullied. Cal, a new character to the **PM Plus** series, learns how to stand up for himself when he becomes the school bully's next victim.

Building the Balanced Reader

Vocabulary

Key vocabulary

confused, pretending, silent, staring

Content Words

bellowed, confident, hamburger, ignored, relieved, victim

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 and study the cover and title page illustrations. Talk about how it feels when confronted by a bully.
- Discuss the meaning of *victim*. Observe the bully's body language. Ask, Does he know everyone is scared of him?
- Talk about what the bully does to make Cal feel scared and small. Study the expressions of the children watching. Discuss possible reasons for bullies behaving as they do. Read these pages with appropriate expression. Predict what might happen next.

- Note Cal's expression and body language have changed. Anger is a strong feeling that can give you the courage to do something you wouldn't normally do.
- Remind students that bullies are often easily frightened. Notice how the body language of the children watching becomes less anxious and more supportive.
- Reinforce strategies that will discourage bullies.
- Discuss the meanings of elected words, e.g. bellowed, relieved, confused.
- Discuss the use of dashes: 'very close — too close'.
- Find examples of two adjectives before a noun.
- Revise rules for recording direct speech. Remind students that a punctuation mark must be included before the close of the speech marks.
- Notice that the text was been written in the first person. Discuss statements that describe actions and reactions.
- Discuss the meanings of selected phrases, e.g. 'Good on you, Cal! You tell him!'

Comprehension

- What did the bully want from Cal? (*Literal*)
- How did Jack help Cal deal with the bully? (*Inferential*)
- How do you think the bully will behave in the future? (*Applied Knowledge*)

Follow-up activities

- Either role-play the story or have some students re-write it as a play. The scripts could be copied and the play performed to an audience.
- Think critically about the characters in the story. List the names of the main characters. Have students describe their behaviours at different stages in the story. Write these as character profiles.
- Make a list of class rules for dealing with bullies.
- Make a class 'problem and solution' chart. Write a problem, e.g. a bully teases you while you are playing in the park. On the chart, write positive solutions to the problem.

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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.
- _____

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