

The Contest

PM Level 23

Silver

Text Type Narrative

Running Words 885



Preparing for Guided Reading

Orientation to the Text

- Discuss the different clubs that some students belong to. Invite them to share their experiences.

Prior Knowledge

- Carl was the high-jump champion until Michael jumped higher! Encouraged by a friend, Carl joins an athletic club and becomes the best high jumper in his age group. What will happen when he next competes against Michael?

Building the Balanced Reader

Vocabulary

Key Vocabulary

approached, area, disappointed, everybody, expecting, moments, obvious, practised, realised, twice

Content Words

athletics, attempt, boring, clattering, compete, concentrate, confident, contest, season, sideline, strides

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 contests that students have participated in.
- Recall that *champ* is a shortened version of *champion*. Talk about how it feels to be the best at something. Discuss Carl's jumping actions, i.e. a 'scissors-style' jump. How did Mrs Taylor know that Michael had high jumped before?
- Discuss Shaun's encouragement and the reasons for Carl's lack of interest.
- Study the illustrations on pp. 8–11. Notice that the coach has taught Carl the 'Fosbury Flop' style for going over the bar. Talk about the role of a coach

whose goal is to improve performance. Draw attention to Carl's positive attitude – success has once again brought enjoyment.

- Focus upon how Carl felt when the bar stopped moving and he knew that he had won!
- Revise past tense verbs where *y* is changed to *ied*, e.g. *worried, replied*.
- Revise more difficult word endings: *obvious, against, annual*.
- Discuss words related to number, e.g. *twice, annual, final*.
- Search for verbs that relate specifically to high jumping, e.g. *raised, strides, leaped, landed, clattering, shuddering*. Talk about how meaning for the reader is enhanced by the author's choice of words.

Comprehension

- Why did Carl think he would be school high jump champion again? (*Literal*)
- At each height, how many attempts to high jumpers have to clear the bar? (*Inferential*)
- What did Carl do to become a better high jumper? (*Applied Knowledge*)

Follow-up Activities

- Recall the key features of report writing. Have students write their own newspaper reports about Carl's win. Publish these on the computer.
- Recall the features of procedural writing. Assist students to write instructions on something they do well. Encourage them to teach the skill to someone else.
- Invite an athletic coach to speak to the class. Ask the coach to point out the importance of stretching exercises and warm-ups before training or a competition. Encourage students to take notes during the talk. Later, have them make small booklets about the information gained.
- Make a 'Hall of Fame' display of famous athletes.

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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