

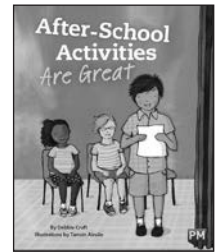
After-School Activities Are Great

PM Level 21

Gold

Text Type Exposition (Persuasive)

Running Words 692



Preparing for Guided Reading

Prior knowledge

- Talk with students about some of the after-school activities they enjoy, at home, or as part of organised programs.

Orientation to the text

- In this book, three students speak at an assembly about their favourite after-school activities: tennis, art and language studies.

Building the Balanced Reader

Vocabulary

Key vocabulary

school, everyone, ready, exercise, outside, art, learn, games, remember

Content words

assembly, activities, tennis, collage, calm, shades, language, Italian, nonna, nonno

Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by analysing context and drawing meaning from illustrations. Provide support and encouragement when necessary.

Focusing on the book – guided reading

- Read the title together and discuss the cover illustration. Ask students what they think this story will be about.
- Ask students to share any experiences of after-school activity programs. What were their favourite activities? What new activities would they like to try?
- Discuss Tess's enjoyment of tennis, and appreciation for the benefits it has for her health. Ask, *Why is playing tennis also a good way for Tess to make new friends?*
- Talk about Joshua's favourite activity – art lessons. Ask students if they recognise the word *collage*, and to share any experiences they have had of making their own collages.

- Ask, *What positive effects does Joshua believe art can have on the way people feel?*
- Discuss some of the higher-level art skills that Josh has learned, particularly his use of perspective to make cars and buildings appear to be in the distance.
- Talk about Andre's after-school activity – learning to speak, read and write Italian. Discuss the specific reasons he wants to learn Italian. Ask, *What benefits does Andre receive from his Italian class that Tess also receives from her tennis lessons?*
- Have students share thoughts about the three activities enjoyed by the children. Which would they most like to try? Have students name the biggest benefit of each activity.
- Revise the different sounds made by the letter *g* in combination with other letters, e.g. *great, language, collage, laugh*
- Revise the *-ing* suffix, e.g. *playing, running, stretching, being, teaching*.

Comprehension

- What were the three after-school activities the children talked about? (*Literal*)
- Why does Joshua make collage pictures of plants and animals? (*Inferential*)
- What should Tess do to protect herself when she plays tennis in the summer? (*Applied Knowledge*)

Follow-up activities

- Have students choose one of the activities featured in the book and consider how they would do it differently. For example, if they were doing art lessons, would they wish to make a collage or draw the same kinds of drawings that Joshua draws? Have them write a paragraph about their ideal after-school activity session.
- Have students make a list of all the materials Joshua uses to make his art. Encourage them to make their own collage using any available materials, including natural materials found outside, such as leaves and bark.
- Ask students to imagine they are speaking at the assembly with the students in the story. Have them write what they would say about their own favourite after-school activity.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables and affixes, and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge and vocabulary in the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge and vocabulary.
- _____

Guided Reading Notes

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