

Outdoor Adventure Parks

PM Level 21

Gold

Text Type Information Report

Running Words 698



Preparing for Guided Reading

Prior Knowledge

- Students should have a basic understanding of what an outdoor adventure park is, and some of the activities they might expect to find at one.
- Students should also know how to use the features of an information report, such as the contents, glossary and index.

Orientation to the Text

- Outdoor adventure parks offer a great environment to have fun and enjoy being outside. From water parks to mazes and mini golf, there is an outdoor adventure park to suit every level of skill and interest.

Building the Balanced Reader

Vocabulary

Key Vocabulary

adventure, club, courses, different, discoveries, enjoy, flowing, lifeguards, narrow, paddling, raft, safety, shallow, slippery, whole

Content Words

activities, activity, balance, bales, canoes, China, harness, lanes, mazes, mini golf, outdoor, platform, putter, risks

Decoding

- Encourage students to re-read the whole phrase or sentence when they misread a word to check that what they read makes sense.
- Point out two-letter blends at the beginning of words such as *small*, *trunk* and *playgrounds*, and ask students to tell you other words they know that start with the same letter-sound pattern.
- Look at the word *adventure* together. Ask, *How many sounds are in this word? What letter or letters make each of the sounds?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Discuss what an information report is. Ask, *What sections would you expect to find in this book? What information do you think the author has included?*
- Discuss what a noun is and ensure that students understand that *plural* means more than one. Say, *Find the plural nouns on page 2. What is the base of each of the words? How was the base changed to make the word plural?*

- Continue to page 5. Ask, *What are the main pieces of information that the author wanted us to understand in the first chapter? Talk about what students chose and why they think it is important.*
- Read the chapter on giant mazes together. Ask, *Where has the author placed the most important information in this chapter? Why do you think this is?*
- Point out the word *people* on page 13. Ask, *What is the base of this word? Talk about how the plural form of person is different from how most plural nouns end.*
- Stop at the end of page 17 and explain that the next chapter is about high ropes courses. Ask, *What do you think is important information that the author will tell us about high ropes courses? Read the chapter together and support students to identify the main idea.*
- Continue to page 22 and look at the word *discoveries* together. Ask, *What sort of word is this? What is the base? What is another word that we have read in this book where the base changes in the same way to make it plural?*
- Read to the end of the text with students. In pairs, ask them to discuss three key points from the book. Share their responses and discuss why students felt that those pieces of information were the most important.

Comprehension

- How do people say safe on a high ropes course? (*Literal*)
- Why is the player with the least number of hits the winner in mini golf? (*Inferential*)
- What sort of people might not want to go on a high ropes course? Why? (*Applied Knowledge*)

Follow-up Activities

- Read another information report with students. Choose one chapter and put students into pairs to identify the main idea. Have each pair join with another pair and ask them to share what they chose and why. Groups should then come up with a consolidated main idea between them. Bring the larger group back together and allow students to share their thinking.
- In small groups, have students design a mini-golf hole that can be made at school. After checking their ideas, allow each group to construct their hole and to write a brief guide on how players can approach it. Hold a mini-golf tournament to see who the group's mini-golf champion is.

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Learning Intentions

- We are learning to identify the main idea in what we read.
- We are learning to recognise plural nouns and identify their bases.

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Success Criteria

- I can use my own words to explain the important points from the book.
- I can describe what a noun is and what *plural* means.
- I can explain how the base of a noun, such as *activity*, was changed to make a plural.

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Guided Reading Notes

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