

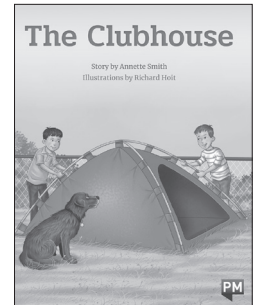
# The Clubhouse

PM Level 21

Gold

**Text Type** Narrative

**Running Words** 663



## Preparing for Guided Reading

### Prior Knowledge

- Talk with students about what a club is and any clubs they have been involved in. Ensure that they understand there are often rules for joining a club.
- Students should have a basic understanding of the structure of a narrative in terms of the orientation, complication and resolution.

### Orientation to the Text

- Henry and Matthew want to start a club, and they invite the kids who have moved in next door to Matthew to join them. But the new neighbours refuse to join, and set about making life difficult for the boys. It takes an accident and a friendly dog to bring them all together.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*backyard, clubhouse, enjoying, friendly, frightened, morning, noise, probably, sneaked, whispered, yesterday*

#### Content Words

*buddy, bulged, clutched, embarrassed, notice, password, pattering, secret, struggled, tent*

### Decoding

- Guide students to think about the base of past-tense verbs in the text, such as *sneaked*, *bulged* and *struggled*. Ask, *What was added to the end of each word to change it to the past tense?*
- Acknowledge when students self-correct, to reinforce it as something that good readers do.
- Look at the word *embarrassed* on page 14 together. Ask, *Where could you break this word to make it easier to read? How many syllables does it have?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Explain that the book is a narrative and ask, *What do you think the problem or complication in this story will be? Why do you think that?*
- Read pages 2–3 together. Ask, *What do you think will happen when Matthew and Henry ask the neighbours to join their club?*
- Point out the word *backyard* on page 2. Ask, *What sort of word is this? What other word on this page is a compound word? Talk about the two smaller words in each of the compound words.*

- Continue to page 6. Ask, *Which two words on this page are compound words? How do the smaller words combine in the meaning of the longer words?*
- Read to page 7 together. Ask students to tell you in their own words what is happening, using both the text and the illustrations. Ask, *What do you think will happen next? Has your prediction changed from when you first started reading the story? Why or why not?*
- Look at the word *halfway* on page 12 together. Ask, *What does this word mean? What are the two smaller words that make up this word?*
- Continue to page 13. Ask, *What do you predict will happen now? What clues in the book tell you this?*
- Continue to the end of the story. Revisit students' initial predictions and discuss how they had to change them as they gained more information about the story.

### Comprehension

- Why did Matthew think it was raining? (*Literal*)
- How would you describe Matthew's new neighbours? (*Inferential*)
- What might the children do in their clubhouse each week? (*Applied Knowledge*)

### Follow-up Activities

- Make an anchor chart with students describing what it takes to make good predictions as they are reading. Choose another narrative to read together and use the chart to guide students' thinking as they work through the story. Make any necessary changes to the chart based on shared prediction experiences.
- Invite students to share any experiences that they have had with camping and tents. Discuss what you need to do to put up a tent and how the two kids in the story might have made the tent fall on Matthew and Henry. You might also like to bring a tent in and practise putting it up with students.
- Talk about what a club is and the clubs that students are a part of. Invite students to suggest a club or clubs that they could start in the class, such as a finger-knitting club or a gardening club. Discuss rules for the club, making sure that students understand the importance of being inclusive. Set a regular time for the club to meet and support students to get it going.

## Learning Intentions

- We are learning to think about what we are reading.
- We are learning to read longer words.

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## Success Criteria

- I can make and adjust predictions about the events in the text based on what I have read.
- I can break down compound words into two smaller words.
- I can explain how the meanings of the two smaller words relate to the compound word.

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## Guided Reading Notes

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