

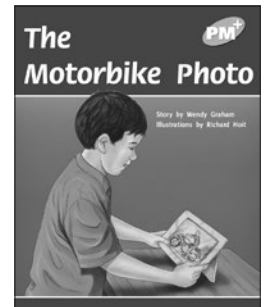
The Motorbike Photo

PM Level 21

Gold

Text Type Narrative

Running Words 654



Preparing for Guided Reading

Orientation to the text

- Show students photographs that illustrate how motorbike design has changed over the past 100 years.

Prior knowledge

- Zac discovers an old photo of his Grandad sitting on a big racing motorbike. He takes the special photo to school, but when he is about to show it to his friends he finds that the photo is no longer in the envelope!

Building the Balanced Reader

Vocabulary

Key vocabulary

believe, replied, several, they'll, torn, write, wrote

Content Words

backpack, dashed, envelope, famous, frame, motorbike, peered, pounced, promise, punching, revved, searched, spill, whizzed, you'll

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 predicting the behaviour of the characters and possible resolutions to the complication in the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Read the title. Discuss the cover and title page illustrations. Recall that at one time, all photographs were black and white.
- Discuss the changes in riding gear from the jacket, trousers, cap and glasses to today's 'full leathers', gloves and whole-face helmets. Talk about Mum's reasons for saying, *It's very special*.
- Ask, *Why would Zac want to take the photo to school?* Search the text for things that neither Zac nor Mum want to happen to the photo.
- Talk about Zac's dismay when he finds the envelope empty! Ask, *What will Zac do now?*

- Check students' predictions. Ask, *How will Zac be feeling? What might Zac's mum say?*
- Ask, *Why was Zac annoyed with himself?* Discuss the meanings of *revved* and *whizzed*.
- Observe Zac's obvious relief that the photo is safe!
- Discuss the role of adjectives in describing a noun, e.g. *big racing motorbike, secret smile*.
- Revise compound words, e.g. *motorbike, playground, afternoon, footpath*.
- Revise blends: *guess, straight, wrote*. Make lists of words that contain these blends.
- Revise making past tense from present tense verbs, e.g. *write, wrote; slide, slid; think, thought*.

Comprehension

- Where did Zac and his friends look for the photo? (*Literal*)
- Why did Zac walk home from school very slowly? (*Inferential*)
- Why do you think Zac forgot to put the photo in the envelope? (*Applied Knowledge*)

Follow-up activities

- Provide light card, scissors, glue, etc. Ask students to design and make a model of a motorbike.
- Discuss occasions when students have felt annoyed. Help them to verbalise strategies for coping with these emotions.
- Have students debate the topic, *It's not a good idea to take precious things to school*. Show students how to make prompt cards featuring key ideas. Remind the audience to listen carefully to each speaker.

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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, vocabulary in the text, and likely solutions to the problem encountered by the characters.
- _____

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, vocabulary and possible solutions to the problem presented in the text.
- _____

Guided Reading Notes

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