

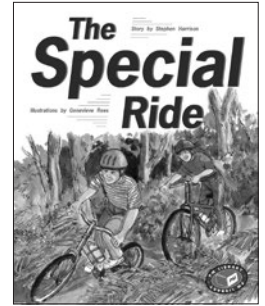
The Special Ride

PM Level 21

Gold

Text Type

Running Words 649



Preparing for Guided Reading

Orientation to the text

- Encourage students to share their experiences of bike riding, e.g. to school, at home, in the bush and on BMX tracks.

Prior knowledge

- Nick and Abby go to visit their aunty and uncle on their farm. They enjoy riding their bikes through the bush to a special destination where a new adventure awaits them.

Building the Balanced Reader

Vocabulary

Key vocabulary

grinned, mend, pointed, spreading, we're, you'd

Content Words

aunt, file, handles, perfect, pulley, single, steep, stream, uncle, willow, wire, 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

- Study the cover illustration. Talk about where the children are riding their bikes. Discuss the scenery, e.g. the trees, ferns, undergrowth.
- Notice the bikes on the back of the car. Have students predict where Nick and Abby will ride their bikes.
- Look closely at the children, Aunty Kathy and their bikes on pp. 4–5. What equipment do they have to keep them safe and comfortable while riding their bikes? Ensure the children understand the term *single file*.
- Why is the picnic spot 'perfect'?
- Using the information from pp. 10–11 of the text, ask students to predict how Nick and Abby are going to get down.

- Look at Nick going down the flying fox. Ask, 'How would you feel about having a turn?' Read the text aloud in a voice that reflects the excitement of the storyline.
- Talk about the thrill of the 'ride'. Encourage students in the class who have ridden on a flying fox, or who have seen one in use, to share their experiences.
- Discuss the comparative and superlative forms of adjectives used in the text, e.g. *great, greater, greatest; strong, stronger, strongest; good, better, best*.
- Locate action verbs in the text, e.g. *sailed, tugged, flew, raced, reached*.

Comprehension

- Where were Nick and Abby going to ride their bikes? (*Literal*)
- Why does Aunty Kathy call the flying fox 'the special ride'? (*Inferential*)
- Why did Aunty Kathy and Uncle John build the flying fox for Nick and Abby? (*Applied Knowledge*)

Follow-up activities

- In groups, ask students to design a circuit of outdoor activities that involve climbing, swinging, crawling, etc. Allow them to set up the circuits outside for other students to participate in.
- Write a shared procedural text giving instructions on how to use the flying fox for someone who has never been on it before. Remember to include information about the safety equipment needed.

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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