

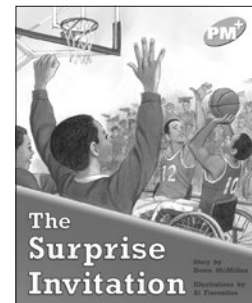
The Surprise Invitation

PM Level 21

Gold

Text Type Narrative

Running Words 596



Preparing for Guided Reading

Orientation to the text

- Guide students in a sensitive discussion about the experience of using a wheelchair.

Prior knowledge

- Jon uses a wheelchair. More than anything he would love to play basketball rather than just watch it on television. After he sees the Eagles play, he knows his dream may come true one day.

Building the Balanced Reader

Vocabulary

Key vocabulary

caught, final, instead, passes, write

Content Words

addressed, buckled, club, court, crowds, folded, invitation, invited, letter, loudspeaker, stadium, they've, wheelchair

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. Study the illustration and predict what the story might be about.
- Ask, *Why do you think Mum and Nicola kept their letter a secret?*
- Ask, *Who owns the other wheelchair?* Talk about why the wheelchair needed to be *buckled into the front seat*.
- Encourage students to talk about modifications made to cars belonging to drivers with a disability.
- Ask, *Why do you think Jon was excited?* Discuss basketball rules. Compare the frames of wheelchairs used for normal activity with those designed for competitive sports.

- Highlight the vocabulary specific to this context, e.g. *passed, bounced, shot, threw, score*. Appreciate Jon's delight at being included.
- Recall the people and events that helped change Jon's expectations for the future. Talk about why all people need to lead a healthy, active lifestyle.
- Revise verbs that double the last consonant when a suffix is added, e.g. *clapped, hugged, winning, grinned, spinning*.
- Discuss homonyms: *right, write; week, weak; night, knight*.
- Revise more difficult letter clusters: *goal, sounded, whistle, screamed*.

Comprehension

- What was the name of Ricky's basketball team? (*Literal*)
- Why was Jon and his family seated at the front of the stadium? (*Inferential*)
- Why did some people in the crowd have their faces painted red and white? (*Applied Knowledge*)

Follow-up activities

- Talk about book titles and their importance. Discuss alternative titles for this story. Ask students to select a new title and design an appropriate book cover.
- Recall features of report writing. Have the children write a brief newspaper report about the Eagles and the Sharks game. Suggest that students publish their reports with appropriate illustrations.

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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