

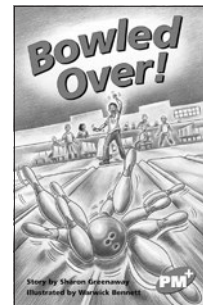
Bowled Over!

PM Level 25

Emerald

Text Type Narrative

Running Words 1427



Preparing for Guided Reading

Orientation to the text

- Callum is surprised when he finds Pa has learned to use a computer, and they begin a correspondence by email. Callum is worried that he is hopeless at sport, but with Pa's encouragement, he discovers he is good at ten-pin bowling. He shows up the class bully, and makes a new friend.

Prior knowledge

- Ask students whether they have ever been bowling. What are the rules? Discuss some of the terms, e.g. *gutter*. Make a chart of these.
- The blurb mentions a class bully. Ask students to brainstorm some of the characteristics of this person. What sorts of things might he or she do or say?
- Explain to students that this text is a series of emails between a boy and his grandpa.

Building the Balanced Reader

Grammatical conventions

- Highlight the common phrases and sayings that are used in the book, e.g. *You're a natural*, *I'll go to pieces* and *bowled over*. Discuss what they mean and when you might hear them.
- Have students scan the text for exclamation marks and re-read the related sentences with appropriate expression. Discuss the author's purpose in using exclamation marks.

Vocabulary

Key vocabulary

alley, arthritis, baton, bumpers, congratulations, frame, icon, league, lose, relay, retirement, scanned, strikes, torture, tournament

Spelling

- Encourage students to break longer words into syllables to assist with spelling these words correctly, e.g. *re/tire/ment, arth/ri/tis, Con/grat/u/la/tions*

Visual Literacy

- Discuss the layout/design of the email pages. Note the headings *To*, *From* and *Subject*. Ask students to explain the purpose of these headings.

Focusing on the story – guided reading

- Ask students to read to the end of p. 13 after setting the focus question: *Why was the email from Pa such a surprise?*

Callum has a poor self-image. Ask students to find some examples of his negative self-talk and body language.

- Ask students to make a table of their own strengths and weaknesses.
- Discuss the general organisation of narratives – orientation, complication and resolution.
- What is the complication in this story? Brainstorm possible resolutions/endings.
- Explain that underlined terms in the text can be cross-checked with the glossary.
- Ask students to read to the end of p. 22 after setting the focus questions:

What was Harry's purpose for approaching Callum the second time?

What did Callum learn during his first trip to a bowling alley?

Is Callum anxious or excited about joining a junior league?

- Have students read the rest of the book independently after setting the focus questions: *Is the experience of playing with the junior league enough to give Callum confidence for the school trip? How can you tell that Carly, Brett and Harry were all feeling embarrassed?*

Comprehension

- What advice does Grandpa give Callum? (*Literal*)
- When Harry called out, "*Keep it up, you'll be right!*" was he trying to be encouraging or unnerving? Why is Harry acting this way? (*Inferential*)
- Why did Tanya suggest Callum join the junior League? Did she think he had potential? (*Applied Knowledge*)

Follow-up activities

- Locate the official rules for ten-pin bowling. Encourage students to use plastic bottles and a rubber ball to play a game. Model how to score the game according to the rules.
- Allow time for students to research a game they have never played before, e.g. croquet, quoits. Allow time for students to present a short report to other class members about the rules and equipment needed.

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Learning Intentions

- We are learning to understand themes that are explored through events that occur in the text.
- We are learning to make predictions about the text and can use prior knowledge to discuss potential solutions to the problem encountered by the characters.

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Success Criteria

- I can identify themes that relate to events that take place in the text.
- I can use prior knowledge and experiences to predict a resolution to the problem that occurs in the text.

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Guided Reading Notes

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