

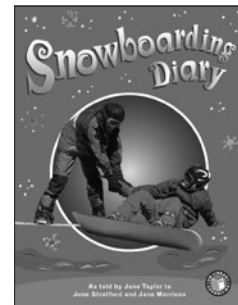
# Snowboarding Diary

PM Level 25

Emerald

**Text Type** Recount/Procedure

**Running Words** 1691



## Preparing for Guided Reading

### Orientation to the text

- Jasmine has come from Jamaica to go snowboarding with Jane. Can they adapt their skateboarding skills to snowboarding?

### Prior knowledge

- Read the title and ask students to brainstorm what they know about snowboarding. Make a chart and list the information under headings; for example, *skills required, clothing, equipment, places, special terms*. List any questions that may arise from the brainstorming.

## Building the Balanced Reader

### Grammatical conventions

- Locate compound words used in the text, e.g. *snowboarding, skateboards, waterproof, everything, breakfast, checklist, chairlift*.
- Note the use of the hyphen to link words that belong together, e.g. *heel-and-toe, half-pipe, step-by-step*. Compare this with a dash that is used to create a pause in the sentence.
- Ask students to identify examples of cause and effect, e.g. *She has great balance, and I think she'll learn how to snowboard very easily. The jackets and pants have extra padding on the elbows, knees and bottom because snowboarders often fall over – and we expect to do a lot of that!*

### Vocabulary

#### Key vocabulary

*attendant, bindings, chairlift, confidence, curious, experienced, fasten, flexible, hurtling, instructor, lodge, loosen, nursery, rented, stunts, vacation, waterproof, weight, zigzagged*

### Spelling

- Distinguish between the noun *practice* and the verb *practise*. Note the different spellings.

### Visual Literacy

- Identify the headings that indicate this is a diary, e.g. *Day 3*. Note that each day also has a heading, like a chapter heading, that summarises the content of the text.
- Discuss design elements that link to the theme, e.g. *snowflakes*. Also note the lined paper that indicates this diary has been written in a notebook or similar.

- Identify parts of the text that are set out as a procedure. Discuss the changed layout of the text.

### Focusing on the story – guided reading

#### Reading

- Ask the children to read silently to the end of Day 2. Discuss the things you would need if you were preparing for a snowboarding trip.  
*Ask, What information do the illustrations provide about snowboarding?*
- Conduct a 'Possible Sentences' activity that sets a context and focus for their reading. List the following words: *bindings, toe turns, heel turns, loading station, leash*. Ask students to write sentences about snowboarding using these words.
- Direct students to read silently to the end of Day 4. Revise the main safety rules for snowboarding.  
*Ask, What do toe and heel turns help snowboarders to do?*
- Discuss why you think the authors chose to have one of the characters come from Jamaica. Talk about the purpose of the first chapter of this book.
- Draw students' attention to the structure of the text. Discuss the use of the first person and how the text is presented as a recount of events. Focus on the use of the past tense to retell the story, but draw students' attention to the use of the present tense to describe people and events on p. 5 and p. 7.
- Draw students' attention to the way in which general factual information about snowboarding is combined with specific information about the reteller's own experiences. Help students to locate examples of general factual information.

### Comprehension

- What clothing is required for snowboarding? (*Literal*)
- What are nursery slopes? (*Inferential*)
- What is meant by the expression *practice makes perfect*? Is this true? (*Applied Knowledge*)

### Follow-up activities

- Ask students to write a biography of an athlete who has competed at snowboarding or half-pipe at international level.
- Research some of the tricks that are performed on the half-pipe. Write an explanation about how they are performed.

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## Learning Intentions

- We are learning to understand how the index and contents help to make information easier to locate in a non-fiction text.
- We are learning to identify typical structural and language features of a range of text types.

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## Success Criteria

- I can use the contents or index to locate specific information in the text.
- I can identify different text types by referring to their structure and language features.

• \_\_\_\_\_

## Guided Reading Notes

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