

# Diving at the Pool

PM Level 20

Purple

**Text Type** Narrative

**Running Words** 525



## Preparing for Guided Reading

### Orientation to the text

- Talk about different swimming strokes. Write their names on the whiteboard. Some students may be able to demonstrate different stroke movements.

### Prior knowledge

- This is a story about Yasmin, who was first met in *Swimming with a Dragon*. Now she is a competent swimmer and wants to race in the swimming carnival, but first she must learn how to dive!

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*afraid, answered, changed, during, face, grinned, hardly*

#### Content Words

*balance, disappointed, embarrassed, flopped, freestyle, leaped, moment, point, surface*

### 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.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

### Focusing on the story – guided reading

- Read the title. Discuss the cover and title page illustrations. Talk about the features of a swimming-pool complex.
- Discuss the meaning of *carnival* in this context. Find the word in a dictionary and thesaurus. Ensure that students understand that a freestyle race begins out of the water.
- Take time to talk about Yasmin's reaction to the boys' behaviour. Discuss the word *embarrassed*.
- Talk about helping someone to learn by demonstrating, explaining and encouraging. Search the text for examples of these approaches. Applaud Yasmin's efforts to overcome her previous disappointments and to try again. Talk about why her mum and dad were *proud* of her.

- Discuss Yasmin's feelings of achievement. Encourage students to talk about their feelings when their friends applaud their efforts.
- Discuss the soft *c* sound in *race*, and make a list of other words that contain this sound made by the letter *c*.
- Revise the past tense forms of verbs in the text, e.g. *hold, held; stand, stood; think, thought; feel, felt; bend, bent*.
- Discuss rules for doubling a final consonant: *swimming, flopped, grinned*.
- Revise words that begin questions, e.g. *which, how, what's, why*. Search the text for questions that begin with these words.
- Find examples of personal pronouns, e.g. *myself, themselves, yourself*.

### Comprehension

- Why didn't Yasmin want to be in any of the swimming races? (*Literal*)
- What did Yasmin do to make her dive better and better? (*Inferential*)
- How would Yasmin have felt when she was able to go in the race with Sarah? Why? (*Inferential*)

### Follow-up activities

- Describe Yasmin's emotions and reactions at different points in the story. As a group, discuss how these thoughts draw the reader into the story.
- Ask each student to write two questions that will make others think about the story. Have students read their questions aloud for others in the group to answer.
- Write retells of the story.
- Make cards that affirm a friend's successful accomplishment of a particular skill.
- Develop a character study of Yasmin. Encourage students to think beyond the actual text as they list words to describe her personality.

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## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, and to integrate reading skills and strategies to derive greater meaning from the text.

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## 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, and use various reading skills and strategies to improve my understanding of the text.

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## Guided Reading Notes

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