

Finn's New Game

PM Level 20

Purple

Text Type Narrative

Running Words 565



Preparing for Guided Reading

Prior Knowledge

- Students need to be aware of basic technology processes, such as downloading, playing games and chatting online. In addition, they should have a basic understanding of cyber safety and why it is important.
- Students need to be familiar with common terminology about space, such as *spaceship* and *comet*.

Orientation to the Text

- Finn is enjoying playing *Comet Blaster*, a new game recommended to him by his friend Ethan. But when Finn receives an unsettling chat message from a stranger, he has to decide on the right thing to do.

Building the Balanced Reader

Vocabulary

Key Vocabulary

alongside, answered, appeared, before, brightest, flame, giant, hundreds, moment, safe, straight

Content Words

Blaster, block, comet, downloaded, icy, internet, laptop, melted, message, space, spaceship, tummy, zooming

Decoding

- Talk about the different sounds made by 'ee' in words such as *green* and *feel* as students come across them.
- Encourage students to articulate the strategies they use to work out unfamiliar words and prompt them to use additional strategies, if needed.
- Look at the word *brightest* on page 24 together. Ask, *What is the base of this word? What other suffixes could we add to the base to make new words?*

Focusing on the Book – Guided Reading

- Look at the front and back covers and read the blurb together. Ask, *What type of text do you think this will be? What would you expect to find in this text type?*
- Read pages 2–3 together. Explain to students that inference involves drawing conclusions based on evidence. Ask, *How does Ethan feel about Comet Blaster? What evidence on these pages makes you say that?*
- Instruct students to find the compound words on page 6. Ask, *What makes these words compound words? What smaller words make up each one?*

- Continue to page 10 and point out the word *window*. Ask, *What is the smaller word at the start of this word? Talk about why window is not a compound word, even though it has a smaller word at the start. Say, Find the word that is a compound word on page 10.*
- Continue to page 13. Ask, *How do you think Finn is feeling? What clues in the book help you to understand this?*
- Read to page 18. Ask, *Why do you think Finn's mum patted his arm gently? What does this tell us?*
- Read page 22 together. Ask, *How do you think Finn felt when he saw RocketMan3's message? Why?*
- Read to the end of the narrative with students. Ask, *How would you describe Finn now? What information in the text tells you this?*
- Ask students to re-read the text and find as many compound words as they can.

Comprehension

- What was Finn's sister doing while he played *Comet Blaster*? (*Literal*)
- Why didn't Mum want Finn to play *Comet Blaster* when she was not at home? (*Inferential*)
- Why was it important that Finn did not share his name with *StarShip9*? (*Applied Knowledge*)

Follow-up Activities

- Together, make a cyber safety anchor chart for the classroom. Include rules about how and when technology can be used, including what students are and are not allowed to search for. Discuss how these rules might be different at home.
- Make a set of cards using one colour with common beginnings to compound words, such as *some, any, no* and *space*, incorporating some of the compound words from the text. Then, make a second set of cards in a different colour with common endings, such as *body, where, thing* and *ship*. Give each student a card and ask them to pair up with another student to see if their two words make a compound word. Invite students to suggest meanings for any nonsense words they make and then make a list of the real words. Repeat several times by partnering students up with different people.
- Conduct some research about comets and other bodies in the solar system, such as meteoroids. Find out what they are made of and what they look like. Together, choose one and write a simple description of it.

Finn’s New Game

Date _____

PM Level 20
Purple

Learning Intentions

- We are learning to make inferences about what we read.
- We are learning to read longer words.
- _____

Success Criteria

- I can use the text and my own knowledge to suggest how characters are feeling and why.
- I can identify compound words in the text and break them down into two smaller words.
- _____

Guided Reading Notes

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