

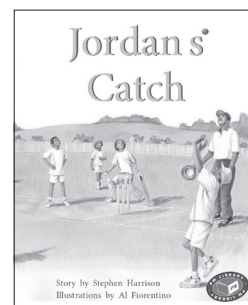
Jordan's Catch

PM Level 20

Purple

Text Type Narrative

Running Words 479



Preparing for Guided Reading

Orientation to the text

- Some students will not know how a game of cricket is played. Those who do will enjoy being asked to demonstrate and explain. Use a video clip to increase the students' understanding and trigger oral language.

Prior knowledge

- Jordan is upset when he drops an important catch in a game of cricket. But he makes up for it the next day when he goes to a big match, catches a ball on the full and sees himself on television.

Building the Balanced Reader

Vocabulary

Key vocabulary

balance, exciting, mighty, ourselves, reached, rolling, scored, stared, worry

Content Words

boundary, cameras, caught, chance, cricket, crowd, fingertips, highlights, match, sure, swung, television, touch, wickets

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

- Study the illustration on pp. 2–3. Record cricket vocabulary on a chart, e.g. *umpire, wickets, stumps, crease, run, boundary, six*. Read the text and anticipate what might happen next. Do students know that a catch puts a batsman out?
- Feel the tension in the words used to describe Jordan's mishap on pp. 4–5. Ask students to explain Kris's remark.
- Discuss what Mum meant when she said, 'I'm sure you'll take the next one (catch) that comes to you.'

- Record the following phrases on a chart and discuss the meaning of each — 'the other team batted first', 'the runs came quickly', 'the wickets started to fall', 'only one ball left', 'six runs to win', 'the ball flew high over the boundary', and 'It's a six!'.
- Discuss the expression 'without thinking'.
- Talk about Jordan's renewed confidence. Examine the illustration for evidence of this.
- Introduce more difficult letter clusters, e.g. *-atch* in *match, catch*. Discuss the pronunciation of the word *watch*.
- Recognise these compound words from the text: everyone, batsman, fingertips, highlights.

Comprehension

- How did Jordan lose the game for his team? (*Literal*)
- How does a batsman score a six? (*Inferential*)
- Why did Dad smile at Jordan when they were about to watch the highlights of the match on television? (*Inferential*)

Follow-up activities

- Allow students to play cricket outside. Revise some of the rules that were explained by students who know how to play the game.
- Ask students to make a list of other games that are played with a bat and ball. Encourage students to find rules for these games and explain how the games are similar to or different from cricket.

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Date _____

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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, and to integrate reading skills and strategies to derive greater meaning from the text.
- _____

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.
- _____

Guided Reading Notes

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