

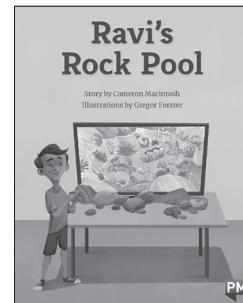
Ravi's Rock Pool

PM Level 20

Purple

Text Type Narrative

Running Words 593



Preparing for Guided Reading

Prior Knowledge

- Students should understand what a tablet is and how technology can be used to make artworks.
- Students should also be familiar with the structure of a narrative, including the orientation, complication and resolution.

Orientation to the Text

- Ravi is excited to enter the school art show and works hard to make a rock pool artwork on his tablet. But when he arrives at the art show, he decides he needs to do something more to make his artwork stand out.

Building the Balanced Reader

Vocabulary

Key Vocabulary

among, answered, appear, bright, colours, disappointed, drawn, giant, grin, hardly, huge, notice, shore

Content Words

art, artworks, award, clam, controls, desk, hall, news, octopus, picture, screen, squid, tablet, television, turtle, whale, wonderful

Decoding

- Remind students to look for logical places to break down larger words, such as *disappointed* and *wonderful*.
- Prompt students to notice the 'ed' ending on past-tense verbs and discuss the base of each.
- Look at the word *answered* on page 18 together. Ask, *What is the tricky part of this word? How can you remember it?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What do you think Ravi is doing in this illustration? What might the story be about?*
- Read pages 2–3 and model how to skip and read on when students are not sure of a word. Share your thinking as students go back to work out what word was skipped.
- Continue to page 9 and compare students' predictions about the story with what has happened so far. Ask, *What do you think the complication in the story will be? What makes you say that?*

- Read to page 14 together and invite students to think of as many solutions to Ravi's problem as they can. Ask, *Which of these do you think is actually going to be in the story? Why?*
- Instruct students to read page 18 with a partner, prompting each other to use the skip and read on strategy if they are not sure of any words. Bring students back together and ask, *Were there any words you were not sure of? How did you work them out?*
- Look at page 19 together and invite students to tell you in their own words what has happened so far in the story. Ask, *What do you predict will happen next?* Read to page 22 and discuss whether or not students' predictions were accurate.
- After reading page 22, ask, *How do you think the story is going to end? What information in the book makes you say that?*
- Read to the end of the text and review students' predictions against what happened. Ask, *What helps you to make good predictions as you read?*

Comprehension

- What important news did Ms Taranto have for the class? (*Literal*)
- Why do you think Ravi kept making changes to his artwork? (*Inferential*)
- What do you think the judges were looking for when awarding the 'Most Exciting' artwork? (*Applied Knowledge*)

Follow-up Activities

- Experiment with digital art together using online interactive drawing tools, an art app or even the shapes in Microsoft Word. You may like to give students a theme, such as the sea, or let them explore digital art themselves. Allow students to view each other's artworks and give feedback.
- Re-read to page 12 with students. Invite students to think about different complications that the author could have used and have them discuss their ideas with a partner. Provide some time to share responses, then ask each student to rewrite the story from page 12 with a new problem for Ravi to solve.
- View the work of some digital artists with students, such as Steve McMennamy's combophotos or Albert Seveso's high-speed photography. Talk about words that students might use to describe the art and encourage them to share their responses to it.

Learning Intentions

- We are learning to think about what we are reading.
- We are learning to read unfamiliar words.
- _____

Success Criteria

- I can make predictions about what will happen in the text.
- I can adjust my predictions based on what I have read.
- I can skip the word, read on and go back to help me work out what a word is.
- _____

Guided Reading Notes

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