

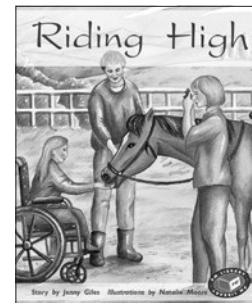
Riding High

PM Level 20

Purple

Text Type Narrative

Running Words 528



Preparing for Guided Reading

Orientation to the text

- Guide students in a sensitive discussion about what it might be like to use a wheelchair.

Prior knowledge

- Samantha uses a wheelchair. More than anything she would love to ride a horse. One day, her dream is realised and for once she sees the world from a different angle.

Building the Balanced Reader

Vocabulary

Key vocabulary

country, lovely, notice, pretended, reached, wheeled, wonderful, world

Content Words

different, dreamed, instead, nuzzled, piece, ramp

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

- Using the cover illustration, introduce students to the new character, Samantha. Examine the illustration and read the title. Ask students to predict what might happen in the story.
- Read the text and discuss the reason why Samantha longs to ride a horse.
- Talk about riding schools and have students predict what Auntie Jan may be planning.
- Point out that feeling comfortable beside such a big animal is quite different from imagining a horse from a picture. Ask students why Samantha reached out very slowly. Discuss the word *nuzzled*.
- Read pp. 10–11 carefully and study the illustration. Talk about the care that was taken to support Samantha on the horse.

- Pp.12–13 will provide students with the opportunity to share their thoughts and feelings. Discuss how Samantha felt when she finally got to ride a horse. How would students feel if they were in a similar situation?
- Talk about how Samantha recorded her exciting day in a memorable way.
- Use PM Alphabet Blends books to revise the soft c in *excited, notice*.
- Revise the -y ending in *Lucy, Bonny, Auntie, country, ready*. Add to the list other known words with the same ending.

Comprehension

- What did Samantha want to do more than anything else? (*Literal*)
- Why did Sam always have to “look up”? (*Inferential*)
- Why could Sam see such a long way when she was riding Bonny? (*Inferential*)

Follow-up activities

- Ask students to recall when they desperately wanted to do something and finally they were able to do so. Make a list of descriptive words that explain how this made them feel, e.g. *grateful, happy, thankful*.
- Help students to understand that although Sam is in a wheelchair, it is important for her to be included in activities. Discuss how the community includes people with disabilities.

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