

# Roller-coaster Ride

PM Level 20

Purple

**Text Type** Narrative

**Running Words** 488



## Preparing for Guided Reading

### Orientation to the text

- Discuss the excitement of visiting a fun park. Recall the crowds, types of noises, forms of entertainment and food associated with them.

### Prior knowledge

- In this story, Rosie and her dad visit a fun park. Rosie feels very anxious as she awaits her turn on the roller-coaster. In comparison, Dad is looking forward to the ride.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*bright, changed, face, hardly, notice, we'll*

#### Content Words

*carriages, coaster, gripped, laughter, mind, roller, safety, sleeve, stomach, terrified, tugged*

### 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 and discuss the cover and title page illustrations. Talk about the excitement of riding on a roller-coaster. Introduce associated vocabulary, e.g. *track, carriages, safety bars*, etc.
- Establish that Dad is excited but Rosie is apprehensive.
- Ask students to read the passages aloud that inform the reader of Rosie's increased anxiety. Observe the safety bars.
- Read pp. 10–11, then study the illustration. Check that it reinforces the information in the text.
- Discuss the meaning of the phrases, *She felt the wind rush through her hair* and *Her stomach turned over*. Ask, *Why do you think both Rosie and her dad screamed?*

- Predict what Dad's response to Rosie's request might be! Have students give reasons for their predictions.
- Revise the role of adverbs in adding meaning to verbs in the text, e.g. *tightly, hardly, loudly, slowly*.
- Discuss verbs that double the final consonant to make the past tense form, e.g. *tug, tugged; grab, grabbed*.
- Use **PM Alphabet Blends** books to revise blends: *through, throw; stomach; grip, grab; screamed; bright*.
- Revise strategies for decoding new words, e.g. from *laugh* to *laughter*, *fun* to *funny* or *terror* to *terrified*.
- Search the story for words that describe how things can be said, e.g. *whisper, yell, scream*, etc. In a role-play situation, have students whisper, yell or scream when they are excited, happy or scared.
- Locate words that are repeated to create tension in the text, e.g. *louder and louder; higher and higher*.

### Comprehension

- How do you know Yasmin was feeling scared about going on the roller-coaster ride? (*Literal*)
- Why was the carriage hardly moving at the top of the ride? (*Inferential*)
- Why did it seem like *In no time at all* the ride was over? (*Inferential*)

### Follow-up activities

- Make a mural of a fun park. Have students write individual captions about their experiences.
- Discuss the sequence of events, i.e. what happened at the beginning, middle and end of the story. In small groups, invite students to write summary statements describing each part of the story. After illustrations have been added, display the retells as concertina books.

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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.
- \_\_\_\_\_

## 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