

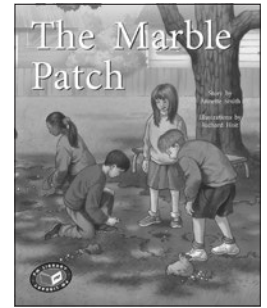
The Marble Patch

PM Level 20

Purple

Text Type Narrative

Running Words 462



Preparing for Guided Reading

Orientation to the Text

- Recall and talk about some of the conflict situations that sometimes arise when older and younger children play together.

Prior Knowledge

- This story, featuring Matthew and his friend Henry, tells about a conflict situation at school that was solved amicably.

Building the Balanced Reader

Vocabulary

Key Vocabulary

age, embarrassed, grin, losing, used

Content Words

beat, fair, marble, problem, rules, thoughtful

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 study the cover illustration. Encourage students to notice that the biggest boy has the largest bag of marbles. Some students may like to talk about their own experiences when playing marbles.
- Identify the characters Matthew and Henry from the earlier Purple Level Story Book, *A Dog Called Bear*. Once again this is a school story. Ask students to read the text and identify the problem (the conflict situation).
- After reading pp. 6–7, discuss what Mr Ford might do.
- Encourage the children to explain Tim's remark on pp. 8–9.
- Discuss the consultation process and Mr Ford's comment on p. 12.
- Talk about Tim's changed attitude and the effect his actions will have on the younger children.

- Locate sentences in the text that show cause and effect, e.g. *If I lose them tomorrow, I won't be able to get any more until Saturday.*
- Expand some of the contractions used in the text, e.g. *don't* – *do not*; *That's* – *That is*
- Focus on more difficult letter clusters, e.g. *-ould* in *could, would, should*

Comprehension

- Why did the big boys want to play against the younger children? (*Literal*)
- Was Tim deliberately trying to make the young players unhappy? (*Inferential*)
- How was Tim a good role model to the younger children? (*Inferential*)

Follow-up activities

- Encourage students to locate some information about playing marbles, e.g. where the game began, who played it, how it is played, purpose of different sized marbles.
- Make a list of other playground games children can play. Talk about which ones are popular at the moment, and which others could be reintroduced.

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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