

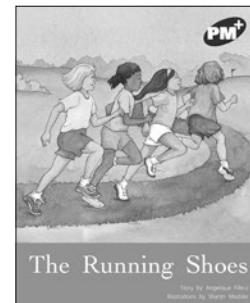
The Running Shoes

PM Level 20

Purple

Text Type Narrative

Running Words 517



Preparing for Guided Reading

Orientation to the text

- Discuss occasions when special shoes are often worn, e.g. at a party, at school, for sport, etc. Alternatively, re-read *The Cross-country Race* (PM level 14).

Prior knowledge

- Many children enjoy the challenge of cross-country racing. In this story, Alex (who has been met in other **PM Plus** books) is no exception. She also proves that it takes more than a new pair of running shoes to win a race!

Building the Balanced Reader

Vocabulary

Key vocabulary

among, During, join

Content Words

ages, grinned, moment, nice

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. Recall other stories about Alex.
- Talk about preparing for a sports event. Study the girls' body language. Discuss Olivia's expectation that she will win!
- Talk about Alex's reasons for wanting her dad to watch the race. Encourage students to express their own thoughts about the advice he gives to Alex.
- Discuss Alex's decision to *wait for the right moment*. The text fosters logical reasoning. Encourage students to predict what might happen next.

- Check predictions. After students have read the text, ask them to explain why Alex has decided to keep her old shoes. Write, *New is not always best*. on a chart and discuss what this means.
- Revise letter clusters: *nice, pair, join, wear, among*. Make lists of words that contain these letter combinations.
- Revise prefixes in these words: *towards, forwards, backwards*.
- Discuss words beginnings, e.g. *ahead, among, decided, disappear*.
- Revise and expand the contractions *you've, I'd* and *couldn't*.
- Find words in the text that name actions. Write these and other action verbs on the whiteboard, e.g. *bend, stretch, leap, run, jump, pull, push, catch*, etc. Have a child mime an action, while others find the word on the list. Write the words in sentences.
- Revise the names for ordinal numbers, e.g. *first, second, third, fourth*, etc.

Comprehension

- Why did Olivia say she would win the race? (*Literal*)
- Why did Alex believe Olivia would win? (*Inferential*)
- How would Olivia have felt when Alex won the race? (*Inferential*)

Follow-up activities

- In pairs or small groups, invite students to make a board game of a cross-country race. Ask them to write instruction cards to make the game more interesting.
- Revise letter-writing procedures. Write a letter from Alex to a friend or grandparent describing the cross-country race.
- Draw maps of cross-country circuits. List what students will need to include in their maps. Demonstrate how to use symbols as a way of informing participants of directions, facilities, etc. Encourage students to present their maps neatly and clearly for the runners to understand.

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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