

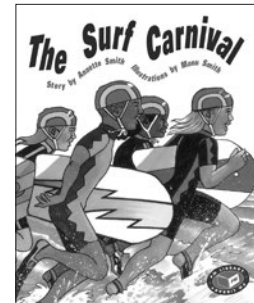
The Surf Carnival

PM Level 20

Purple

Text Type Narrative

Running Words 434



Preparing for Guided Reading

Orientation to the text

- A 'carnival' is sometimes a sports meeting. Discuss this use of the word to ensure that students understand its meaning. The concepts of surf and life-saving are likely to be new to some inner-city children. Take time to discuss these things and the term 'Little Nippers'.

Prior knowledge

- Sophie takes part in a surf carnival. She remembers the water safety skills she has been taught when she finds herself in a dangerous situation, and wins praise.

Building the Balanced Reader

Vocabulary

Key vocabulary

carnival, disappointed, gasped, mind, surface, yelled,

Content Words

board, breath, club, cough, flippers, juniors, marker, paddle, panic, rescue, senior, splutter, strapped, struggled, swept, trouble, wasn't, wrist

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 talk about the excitement on the faces of the children.
- Introduce the new character, Sophie. Ask students to read the text and to confirm that she is the child in front. Talk about the caps, wet suits, flippers and body boards used by the children.
- Discuss the friendly rivalry between Sophie and Nicky as they paddle and kick their way towards the red marker buoy.
- Point out the determination on Sophie and Nicky's faces as they round the red marker.

- Talk about Sophie's very frightening situation and how she is trying not to panic. What will she do?
- Finish the story by discussing the safety messages — use a body board for flotation, signal by holding one hand high, and don't panic.
- Introduce more difficult letter clusters, e.g. *-ast* in *last*; *-each* in *beach*; *-ight* in *tightly*
- Clap, say and write these words as syllables: *car/niv/al, re/mem/bered, dis/app/oint/ed*

Comprehension

- What were the junior members of the Surf Club called? (*Literal*)
- Who taught Sophie to lift one hand if she was in trouble in the water? (*Inferential*)
- Why did Jo get into the water to help Sophie? (*Inferential*)

Follow-up activities

- Ask students to write a list of safety rules they should obey for water activities in a pool, a dam, or the ocean. Share and compare these with other class members.
- Write a shared exposition giving reasons why all children should learn how to swim.

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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