

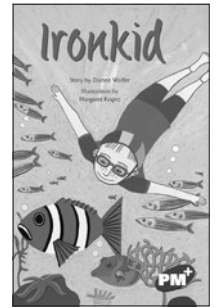
Ironkid

PM Level 28

Ruby

Text Type Narrative

Running Words 2207



Preparing for Guided Reading

Orientation to the Text

- Zac loves being a 'Nipper' at the surf club, but he doesn't like the races. He likes taking things easy at the beach, watching the sea creatures and thinking. He has been taking some swimming lessons and, with some trepidation, he enters the Ironkid race. With his father's encouragement, he finds resolve within himself to finish the difficult race.

Prior Knowledge

- Read the title of the book and discuss the blurb. Ask students what they know about ironman competitions, e.g. which events are included.

Building the Balanced Reader

Grammatical Conventions

- Discuss the use of figurative speech, e.g. *It will kill you*. Have students recall phrases that we use in everyday life that are figures of speech. Explain the difference between being literal and using a figure of speech.
- Locate similes as a form of figurative speech, e.g. *like a bath toy*, p. 19; *like fishing line sinkers*, p. 15; *like a beached tuna*, p. 29.
- Discuss the use of the semicolon (p. 6). Discuss how they differ from commas.
- Highlight places where ellipses (...) have been used in the text. Explain that they are used to demonstrate a pause, or to indicate suspense or missing words. Have students determine what each ellipse represents.

Vocabulary

Key Vocabulary

adrenalin, anemones, biologist, bodysurf, calculation, conditions, currents, determination, encouragement, ferocious, honorable, patrol, president, protested, rips, torpedoed, unpredictable, urchins, version

Spelling

- Locate words with unusual vowel combinations, e.g. *lifeguard*, *patient*, *weird*, *buoy*.
- Identify root words and write new words by adding prefixes and/or suffixes, e.g. *predict*, *predicts*, *predicted*, *predicting*, *predictable*, *unpredictable*.

Visual Literacy

- Encourage students to look closely at the illustration on p. 8 to understand the different components of the Ironkid race.

Focusing on the Story – Guided Reading

- Ask students to read to the end of p. 13 after setting the focus questions:
Why does Zac participate in the races?
Is Zac really a dreamer? Explain.
What is the most difficult part of the competition?
- Have students predict the outcome of the competition.
- Encourage students to share their experiences of competitive events.
- Ask students to read to the end of p. 23 after setting the focus questions:
What sorts of things cause Zac to lose his focus?
When does Zac realise that he is in trouble?
What sorts of things help Zac to reach each goal?
Where do his encouragement and drive come from?
- Share students' responses to the focus questions, then discuss the following: *Why does Zac decide to participate in the competition? Is Zac competitive? Explain.*
- Share students' responses to the focus questions, then discuss the following: *How could Zac get help if he found himself in trouble? Did Zac swim with the dolphins during the competition? Explain.*
- Have students read the rest of the book independently after setting the focus questions:
Should Zac have pulled out earlier? Why or why not?
What evidence is there that Zac is struggling towards the end?
Are either of Nathan's gestures genuine? Explain.

Comprehension

- What is a Nipper? (*Literal*)
- What is an honourable exit? (*Inferential*)
- Why does the surf club have a seven-month break? (*Applied Knowledge*)

Follow-up Activities

- Debate whether or not Zack will enter the race the following year. What evidence is there to support these arguments?

Learning Intentions

- We are learning to relate our personal experiences to events that occur in the text.
- We are learning to understand more complex vocabulary as it relates to specific events in the text.

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Success Criteria

- I can identify and discuss themes in the text that I have personally experienced.
- I can understand and use more complex vocabulary when I discuss events that occurred in the text.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up