

Play On!

PM Level 28

Ruby

Text Type Narrative (Imaginative)

Running Words 5009



Preparing for Guided Reading

Prior knowledge

- Have students share experiences of performing on stage, and how they dealt with any feelings of stage fright.
- Ask students if they have ever experienced conflicting commitments, e.g. being invited to two different parties on the same day. How did they decide what to do?

Orientation to the text

- Sam is a talented basketballer, and Miles is a talented stage performer. They become friends when they both audition for the same play at school. Preparations for the play don't run smoothly. Miles breaks his leg playing basketball, and Sam's basketball commitments clash with rehearsals. Eventually, a compromise is found for both students, with Sam balancing his basketball and acting commitments, and Miles being given new roles in the production.

Building the Balanced Reader

Grammatical conventions

- Discuss the use of dashes to separate or elaborate thoughts, e.g. "Not really – just trying to relax" (p. 17); *Stage nerves, he realised – he was excited!* (p. 47)

Vocabulary

Key vocabulary

accurately, auditioning, basketball, characters, disappointment, distracted, drama, excitement, extraordinary, interestingly, mischievous, movements, niggling, opportunity, performance, practice, talkative, trooper, ultimately

Spelling

- Discuss the compound words in the book, e.g. *basketball, caretaker, backstage*.
- Discuss how adverbs add detail to text, and help us understand what characters are thinking, e.g. *impatiently, enthusiastically, anxiously, awkwardly*.
- Explain the different meanings of *practice* and *practise* – the former being a noun and the latter being a verb.

Visual literacy

- Have students look at the *Wanted* poster on p. 5 and identify the main features of this poster. How is the most important information presented?

Focusing on the book – guided reading

- Discuss the fact that this story is told from the alternating perspectives of Sam and Miles. Ask, *How does this help us better understand how each character is feeling?*
- Ask students if they think it's fair that Dad pressures Sam to prioritise basketball over the play. Ask, *Why do you think it takes Dad so long to accept Sam's new hobby?*
- Have students imagine how Miles feels when he joins in the basketball game with Zane and Sam. Do students think he has played much basketball before?
- Have students discuss the ways Mr Gilmour and Ms Norton were able to accommodate different students' needs.
- Do students think the quality of the play suffered because of the boys' changing roles, particularly Miles's new roles?
- Ask students if they think Sam will keep playing basketball after the story finishes, or if he will put all of his spare time into stage performances.

Comprehension

- Why did the coach remind Sam about being punctual? (*Literal*)
- Why did Sam wait until his parents were relaxed before he told them about the play? (*Inferential*)
- Why were Sam's sporting achievements important to his father? (*Applied Knowledge*)

Follow-up activities

- Have students make a list of Miles's and Sam's main personality traits and skills. Have them observe which skills and traits they have in common, and which are unique to each of them. What they can learn from their differences?
- Using the BLM, and the poster on p. 5 for inspiration, have students design their own poster calling out for performers for a play that they would like to be part of themselves.

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.
- _____

Success Criteria

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

Guided Reading Notes

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