

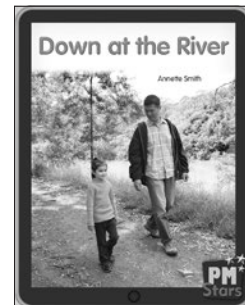
Down at the River

PM Levels 5/6

Red

Text Type Recount

Running Words 117



Preparing for Guided Reading

Orientation to the Text

- Explain that a recount tells a series of events that have happened.
- Read the title and discuss the cover photograph. Discuss the technological look of the cover, which has been designed to look like a tablet. Introduce the main characters. Explain that the girl and her father went down to the river to look at the ducks.
- Turn to the title page. Read and discuss the chapter headings. Find these headings in the book. Explain that each chapter is an event. Emphasise the ordering of events in a recount.

Prior Knowledge

- This recount is about what happens when a girl and her father go down to the river to look at the ducks. It is retold by the child and is presented as a set of photos and illustrations.

Building the Balanced Reader

Concepts About Print

- Introduce the structure of a sentence.
- Revise capital letters and full stops.
- Understand the concept of first and last words.

Vocabulary

Key High-frequency Words

after, came, liked, some, today, walk

Content Words

ants, ducks, leaves, river, spider

Decoding

- Encourage quick recognition of high-frequency words.
- Support students when they use their knowledge of phonemes to predict or decode words, e.g. *r-a-n, r-e-d, l-o-g, f-u-n*.
- Locate the words *tree, grass* and *spider*. Use the books *tr, gr* and *sp* in the **PM Alphabet Blends** series to identify other words beginning with the same sounds.
- Find words that end with *-s* in their plural form, e.g. *duck, ducks; ant, ants; spider, spiders*. Explain the plural of *leaf: leaves*.
- Find adjectives that describe size or colour, e.g. *little, big, yellow, red*.

- Talk about these compound words: *today, into*.
- Discuss the letter pattern *-er* at the end of *river, spider* and *after*.
- Say these words slowly: *ran, red, river*. Emphasise the importance of scanning across words.
- Revisit the purpose of full stops.

Fluency and Phrasing

- Explicitly teach students self-monitoring strategies. Say, *Does that word sound right? Is that how we say it? Read that sentence again*.
- Ensure students pause appropriately at line breaks to drive meaning. Demonstrate variations in tone, pitch and volume.
- Reinforce the structure of a recount.

Focusing on the Book – Guided Reading

- Study the photographs and illustrations on each page before reading the book. Ask questions that require students to search for information, e.g. *What is there in the photograph that tells you what time of year it is when the girl and her father go down to the river?* Talk about the natural habitats of ants and spiders. Reinforce reasons why the girl and her father have fun during their walk.
- Discuss the glossary on page 16. Find the glossary words within the book. Notice that they are presented in bold font.
- Invite students to retell the events in the sequence in which they happened. Model including details that elaborate on main events.
- Discuss the ending *-ed* in *liked* and *looked*.
- Talk about these verb tenses: *run, ran; come, came*.
- Notice the time and sequence word *today* that indicates **when** the events took place.

Comprehension

- Why did the girl and her father go down to the river? (*Literal*)
- What did the little ducks do? (*Literal*)
- Where was the big spider? (*Literal*)
- When do red and yellow leaves fall on the ground? (*Inferential*)
- How did the girl and her father have fun down at the river? (*Inferential*)

Follow-up Activities

- Discuss safety issues when walking by a river.
- Discuss seasonal change related to autumn. Read the book *Walking in the Autumn* (PM levels 14/15).

Down at the River

Date _____

PM Levels 5/6

Red

Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to make connections with the text.

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Success Criteria

- I break words up by using my knowledge of letters, sounds and spelling patterns to help me to read unknown words.
- I can make and discuss connections between the text and my own life.

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Guided Reading Notes

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