

Look Up, Look Down

PM Levels 5/6

Red

Text Type Recount

Running Words 98



Preparing for Guided Reading

Orientation to the Text

- *Look Up, Look Down* uses a children's game, 'Teddy Bear Hunt', to reinforce the spatial concepts of 'up' and 'down'. The text offers opportunities for prediction and confirmation. Further positional vocabulary, i.e. *out* and *into*, can be reinforced after reading the book.
- Read *Ben's Treasure Hunt* (PM level 5), and talk about the places where Ben looked for his treasure.

Prior Knowledge

- Explore positional relationships.
- Respond to directions.
- Describe the position of objects.

Key Language Structures

- This book reinforces the opposite concepts of up and down.

Building the Balanced Reader

Concepts About Print

- Revise capital letters and full stops.
- Understand the concept of first and last words.

Vocabulary

Key High-frequency Words

going, into, my, This, went

Content Words

basket, box, chair, clue, garden, house, hunt, swing, teddy bear, toy

Decoding

- Locate most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- Read the title. Look at the cover photograph and point out that the girl is looking up as she reaches for the teddy bear. Look at the photograph on the title page and point out that the boy is looking down into the basket.
- p. 2 – Clap to the rhythm of the words as the class reads them aloud together.
- pp. 4–5 – Identify the teddy bear imprint on the clue card on p. 5. Talk about why the swing will be in the garden. Discuss the positional vocabulary of *looking up on the swing*. Talk about the question, *Can you find a teddy bear?*
- pp. 6–11 – Note that the teddy bear imprint continues on each clue card. Discuss the information each clue provides, i.e. what to look for and where to go to look for it.
- pp. 12–15 – Ask students to read these pages to find out where the teddy bears are hidden.
- p. 16 – Ask students, *How can you tell that all of the teddy bears have been found?*

Comprehension

- What did each child find? (*Literal*)
- Why did the children read their clue cards? (*Inferential*)

Follow-up Activities

- Show each student how to make a teddy-bear finger puppet. Cut out a teddy-bear shape from a piece of card and use sticky tape to attach a finger-holding space at the back.
- Talk about places in the classroom where students could hide their teddy-bear finger puppets. Make photocopied clue cards. Show students how to add information, giving clues where to look. Each student can read another student's clue card and hunt to find the teddy bear.
- Get students to take their teddy-bear finger puppets to the school playground. As a problem-solving activity, have students show what their teddy bears can do, e.g. take a teddy bear up the ladder and down the slide, make a teddy bear sit on a bar or go into a tunnel.
- Discuss things that can go up, e.g. a kite can go up, a plane can go up, a bird can fly up into a tree, etc. Discuss things that go down. Make a flip chart about things that go up or down.

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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