

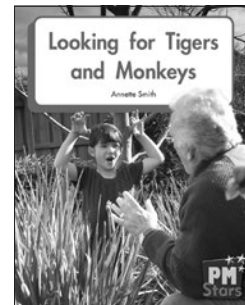
Looking for Tigers and Monkeys

PM Levels 5/6

Red

Text Type Recount

Running Words 91



Preparing for Guided Reading

Orientation to the Text

- Explain that a recount tells a series of events that have happened.
- 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 the first book in the series about Meg and her family. Meg and Grandad play an imaginative game in the garden. Then, they walk to Dad's book shop where they look for a DVD and a book about tigers and monkeys.

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, it, liked, played, stayed, walked, with

Content Words

book shop, DVD, garden, Gran, Grandad, monkeys, tigers

Decoding

- Model decoding skills that teach students how to use their developing knowledge of phonemes to decode words, e.g. *w-i-th*, *Gr-a-n*, *i-t*.
- Locate the words *stayed*, *Gran*, *Grandad*, *school* and *played*. Use the books *st*, *gr*, *sc* and *pl* in the **PM Alphabet Blends** series to identify other words beginning with the same sounds.
- Talk about the plural *-s* ending in *tigers* and *monkeys*.
- Change the onsets in these words: *Gran*, *ran*; *big*, *pig*; *cat*, *mat*; *went*, *sent*.
- Say these words slowly, emphasising the *-ed* ending: *stayed*, *played*, *looked*, *walked*, *liked*.

Fluency and Phrasing

- Assist students to develop an awareness of self-monitoring strategies. Say, *Does that sound right? Is that how we say it? Let's check this word again. Read that sentence again.*

- Ensure students pause appropriately at line breaks to drive meaning. Demonstrate variations in tone, pitch and volume.

Focusing on the Book – Guided Reading

- Study the photographs on each page before reading the book. Discuss the imaginative play in the garden on pages 4–9. Ensure students understand that Meg and Grandad are only play acting. Discuss the association between the title, the imaginative play in the garden, and the book and DVD Meg and Grandad select to take home.
- 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.
- Discuss Meg's personal comment, *We liked the tigers and the monkeys in the DVD and the book.*
- Revisit the purpose of full stops, i.e. *a full stop comes after the last word in a sentence and tells us the sentence is finished.*
- Explain the purpose of the apostrophe in *Gran's big cat* and *Dad's book shop*.

Comprehension

- When did Meg stay with Gran and Grandad? (*Literal*)
- Where did Meg and Grandad play? (*Literal*)
- What did Meg and Grandad look for in Dad's book shop? (*Literal*)
- What game did Meg and Grandad play in the garden? (*Inferential*)
- Why did Gran's big cat look like a tiger? (*Inferential*)
- Where were Meg and Grandad when Meg looked for a DVD about tigers and monkeys? (*Inferential*)

Follow-up Activities

- Cut out and display pictures of cats. Build vocabulary charts under the headings: *What cats look like*; *What cats do*; *Where cats sleep*; *Names for cats*.
- Provide opportunities during shared, guided and independent writing for students to write about occasions when they have stayed with their grandparents.

Looking for Tigers and Monkeys

Date _____

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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 word 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