

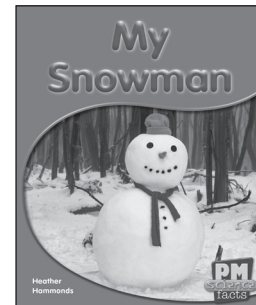
# My Snowman

PM Level 5/6

Red

**Text Type** Observation

**Running Words** 98



## Preparing for Guided Reading

### Prior Knowledge

- Talk about snow; what it is and why it melts.
- Read the chapter headings and predict the content.

### Orientation to the Text

- In this text, a girl and her mum play in the snow. They build a snowman but are saddened when they discover that the sun has melted it.

### Key Language Structures

- Repetition of simple sentence structures, e.g. *The snow is on Mum. The snow is on me.*

## Building the Balanced Reader

### Concepts About Print

- Discuss onset *sn-*: *snow*, *snowball*, *snowman*.
- Revisit letter names and sounds: *Ss, Ll, Tt*.
- Reinforce first and last letters of a word.

### Vocabulary

Key High-frequency Words

*play, some, this, today, run, where*

Content Words

*snow, trees, Mum, me, snowballs, snowman, sun, shining, grass*

### Decoding

- Recognise high-frequency words within the text.
- 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

- **Cover** Talk about the book title, and ask students who they think might have made the snowman.
- **pp. 2–3** Ask students to look at the snow on the ground, on the trees and on the people. Ask them if they think the girl and her mum are wearing the right clothes for the snow.

- **pp. 4–5** The girl has made some little snowballs. Ask students to think of games she could play with the snowballs.
- **pp. 6–7** Mum has some snowballs too. Ask, *What game is the girl and her mum playing with the snowballs?*
- **pp. 8–9** Ask students to look at the big snowman. Ask, *How do you think the girl and her mum made the snowman? What do you think the girl is using to make the snowman's eyes?*
- **pp. 10–11** The girl and her mum are enjoying the sunshine. Ask, *Can you think of any problems the sun could cause for them today?*
- **pp. 12–13** The sun is on the snowman! Ask students what the sun's warmth is doing to the snowman.
- **pp. 14–15** Discuss what has happened to the snowman. Ask students how they think the girl and her mum feel about it. Ask, *Do you think a lot of time has passed since they last saw the snowman?*
- Talk about these compound words: *snowman, snowball*. Ask students to break them into smaller words.

### Comprehension

- What do you think snow feels like? (*Inferential*)
- Why do you think the snow melted? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: breaking compound words into component parts and writing them to complete sentences; choosing phrases to complete sentences; choosing verbs to complete sentences; choosing correct form of *Here/here* to complete sentences.
- Have students make their own 'snowmen' with plasticine. Discuss why their snowmen won't melt like the one in the book did.
- Ask students to imagine they are going on a trip to the snow. Have them make a list of all the games they would like to play in the snow.

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## Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.
- \_\_\_\_\_

## Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks and words printed in bold in the text.
- \_\_\_\_\_

## Guided Reading Notes

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