

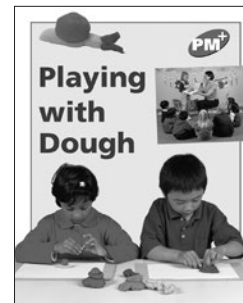
Playing with Dough

PM Level 5/6

Red

Text Type Report

Running Words 94



Preparing for Guided Reading

Orientation to the Text

- Show students how to make rolls and balls from playdough. Give them time to experiment before they discuss their work.

Prior Knowledge

- This book portrays an oral sharing situation. Students show and tell the activities that they have just completed to their teacher and peers.

Building the Balanced Reader

Concepts About Print

- Assist students to understand the concept of a sentence.
- Question mark – reinforce the understanding of the punctuation symbol, name and meaning.
- Revise upper-case letters.

Vocabulary

Key High-frequency Words

box, here, mouse

Content Words

Playing, dough, cakes, nest, bird, little, eggs, snail, eyes, worm, snowman, nose, mouth, shapes, red, blue, name

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

- **Cover** Look carefully at the actions of students. Talk about the playdough. Read the title together. Encourage students to read the title on the title page without assistance.
- **Pages 2–3** Relate the scene to similar situations in students' own classroom. Discuss what the girl has made from dough. Encourage students to use the initial letter as a clue.

- **Pages 4–13** Discuss each photograph and vignette with students before they attempt to read the text independently. Observe their retention of high-frequency words, and their use of context and initial letters to decode interest words.
- **Pages 14–15** Have available some plastic shapes that are similar to the ones on page 14. Write the word *shapes* on the whiteboard. Discuss the *sh* sound in relation to the word *shouted*.
- **Page 16** Match the word *Ben* in the text with the playdough *Ben* made by the boy.

Comprehension

- What is the nest for? (*Literal*)
- Who do the children give their dough creations to? (*Inferential*)
- Do the children like playing with dough? (*Inferential*)

Follow-up Activities

- Talk about the different things that were made from dough in the book. Have students copy these examples or make their own. Encourage them to write their own descriptive captions paying attention to the upper-case letters and full stops.
- Use playdough to make teddy-bear shapes. Press the finished shape firmly onto a piece of cardboard. When the dough surface is dry to touch, paint it with acrylic paint. Staple the finished artwork to a wall display on the same day in order to avoid the cardboard curling as the dough dries. Add captions.

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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. I.e. objects that are taller than me in the classroom.

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Guided Reading Notes

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