

Time for Play

PM Level 5/6

Red

Text Type Explanation

Running Words 80



Preparing for Guided Reading

Orientation to the Text

- Re-read the **PM Guided Reading** and **PM Plus Story Books** linked to the theme 'Time for Play'. List the play activities featured in these books on a chart for students to illustrate and to refer to as they read *Time for Play*.

Prior Knowledge

- This explanatory text reflects the variety of activities that children can do as they play.

Building the Balanced Reader

Concepts About Print

- Introduce the structure of a sentence.
- Revise capital letters and full stops.
- Reinforce directionality on double-page spreads.

Vocabulary

Key High-frequency Words

hiding, run, slide

Content Words

love, play, ladder, hide-and-seek, hiding, races, grass, sandpit, cars, hill, blocks, tower, dress

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** Read the title to students and ask them to give their ideas about the content. Talk about the details in the photographs.
- **Pages 2–16** Study each photograph carefully and discuss students' actions before reading the text.
- **Page 2** Give students time to explain why the text says, *We love playing*.
- **Pages 6–7** Talk about the game 'Hide and Seek'. Have students describe in sequential order the rules of the game.

- **Pages 8–9** Ask, *Why do you think students are running races on the grass?*
- **Pages 12–13** Ask students to explain the best way to build a tower using blocks.
- **Page 16** Refer back to the text on page 2. Ask, *Why do you think the same sentence was written on pages 2 and 16?*

Comprehension

- Do the children enjoy playing? (*Literal*)
- Do you think the girl has a good hiding place? (*Inferential*)
- Are all the play activities outside? (*Inferential*)

Follow-up Activities

- Revisit the play activities in *Time for Play*. Have students suggest other play activities that they enjoy. Record these on the chart. Using these additional ideas, make up the text for another book. Begin the new book with the same statement, *We love playing*.
- Read the book again and discuss whether it would be possible to do some or all of these play activities at school. If possible, have students organise some of these activities under teacher supervision. When students have completed the activities, have them draw and write a brief explanation about the activity that they enjoyed the most.

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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