

Two Eyes, Two Ears

PM Levels 5/6

Red

Text Type Description

Running Words 76



Preparing for Guided Reading

Orientation to the Text

- This book initiates purposeful counting as children recognise the relationship of the number two with themselves, their families and their belongings.
- Bring a mirror into the classroom. Have students look at themselves in the mirror and talk about what they can see one of, e.g. one nose, one mouth, one head, one body; and what they can see two of, e.g. two ears, two eyes, two arms, etc.
- Ask each student to sketch a self-portrait. Keep these self-portraits.

Prior Knowledge

- Identify groups of two.
- Form sets of two and match using one-to-one correspondence.
- Recognise the invariance of a set of two.

Key Language Structures

- This book emphasises counting and the concept of pairs.

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

are, like, my, see, This, two, with

Content Words

arms, brother, ears, eyes, feet, hands, mouth, legs, lips, shoes, sleeves, socks, twins

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 and discuss the cover and title page photographs. Identify the boy as the main character. Ask, *What does he have two of?*
- pp. 2–3 – Ask students what they can see two of in the photograph. Draw students' suggestions and add labels.
- pp. 4–5 – Have students touch their own eyes, ears and lips. Discuss the way their mouths have two lips.
- pp. 6–7 – Have students show their own two hands and two arms.
- pp. 8–9 – Ask a student to demonstrate how to put on a sweater. Talk about the actions involved. Talk about the two things a sweater has.
- pp. 10–11 – Ask students to point to their own legs and feet.
- pp. 12–13 – Talk about the concept of 'a pair'. Discuss why we say a pair of socks and a pair of shoes. Find the two socks and the two shoes.
- pp. 14–15 – Talk about why the brothers might look alike. Generate some reasons why, e.g. they are both the same age, they are both the same height, they are both wearing the same clothes.
- p. 16 – Ensure that students understand what is meant by *twins*. Have students identify all the things in the photograph which are alike.

Comprehension

- What could the boy see when he looked at himself in the mirror on page 5? (*Literal*)
- Why were the boys both wearing hats and backpacks on page 16? (*Inferential*)

Follow-up Activities

- Give students back the self-portrait sketches they drew before reading the book. Ask students to improve these sketches. Have students put the sketches side by side and talk about why one is better than the other.
- Books, finger plays and number rhymes all help children to become familiar with number names. Share rhymes like 'One, two, buckle my shoe' or 'One, two, three, four, five, once I caught a fish alive'.

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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, e.g. things I have two of.

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Guided Reading Notes

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