

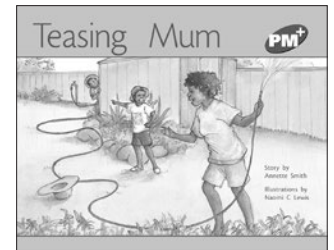
Teasing Mum

PM Level 14

Green

Text Type Narrative

Running Words 245



Preparing for Guided Reading

Orientation to the Text

- Demonstrate how to fix a hose onto a tap. Help students discover how the water flow from the hose can be adjusted by turning the tap.

Prior Knowledge

- This is another story about the twins, Matthew and Emma. Mum and the twins have lots of fun playing on a hot summer's day. The familiar context encourages students to relate their own personal experiences.

Key Language Structures

- Some sentences contain two independent clauses, joined by a conjunction, e.g. *Matthew put his foot down on the hose and the water stopped.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

ground, past, turn

Content Words

better, fixed, stuck, turned, watering

Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments.

Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e.g. *Read that sentence again. The words have to make sense and sound right.*
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ... ? How did you know that word was ... ?*
- Emphasise reading with fluency that encompasses understanding. Read sentences from the text to model changes in tone, pitch and volume.

Focusing on the Book – Guided Reading

- Read the title together. Discuss the meaning of the word *teasing*. Study the illustration. Predict what might happen in the story.

- Talk about ideal growing conditions for plants. Discuss alternative watering systems during dry times. Ask, *How are the children helping?*
- Discuss the illustration on pp. 6–7 before reading the text. Predict why the water flow has stopped.
- Discuss Matthew's mischievous trick! Ensure that students understand what happened once Matthew lifted his foot off the hose.
- Talk about how Mum and Emma showed that they understood Matthew's teasing.
- Talk about the different meanings of *trick* and *teasing*. Point out that Mum and Emma knew Matthew was not trying to be mean, he was only teasing. Remind students that Mum and Emma teased him back.
- Revise and expand the contractions *it's, that's, can't, I'm*.
- Find words that begin with *tr, st* and *sl*, e.g. *trick, stuck, slowly*.
- Revise regular verb endings: *turn, turned; fix, fixed*.
- Make a list of other words that end like *water* and *better*.

Comprehension

- Why did Mum water the garden? (*Literal*)
- What trick did Matthew play on his mum? (*Inferential*)
- Did Matthew enjoy being teased? (*Inferential*)

Follow-up Activities

- Talk about where water comes from, what happens to it, how it is used, etc. Write a summary on the whiteboard. Have students write about and draw their ideas. Bind their work together to make a book entitled 'What We Know About Water'.
- Revisit other **PM Plus** stories about Matthew and Emma from levels 3–10. Have students take notes on the things they know about each member of the family. Discuss their ideas. Assist students to write simple character studies.
- Invite students to write and draw about gentle teasing experiences they have been involved in.
- Discuss what plants need in order to grow. Record students' ideas on a chart. Have them add matching illustrations.

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Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell the events in the text and include details that elaborate on the main ideas.

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Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.

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Guided Reading Notes

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