

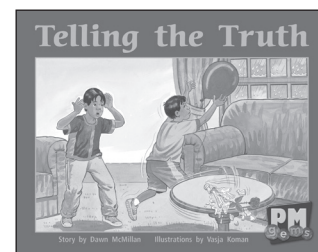
Telling the Truth

PM Level 14

Green

Text Type Narrative

Running Words 229



Preparing for Guided Reading

Prior Knowledge

- Discuss the fact that it can sometimes be difficult to tell the truth when we've done something wrong, but that it's important to be honest in these situations.

Orientation to the Text

- In this story, brothers Rico and Jorge accidentally break a vase while playing inside. They tell Mum that their cat broke the vase, but feel bad about lying. They feel much better when they tell Mum the truth.

Key Language Structures

- Irregular past tenses: *was, said, fell, did, went.*
- Some sentences contain two independent clauses, joined by a conjunction, e.g. *It was a wet day, so Rico and Jorge had to play inside.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

as, catch, cry, didn't, fell, our, right, start, tell, their, try, them, well, were

Content Words

Rico, Jorge, balloon, vase, upstairs, truth, money, Tiger, sorry, hugged, pleased

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

- Ask students to read the title and look at the cover illustration. Ask them to infer what the boys will have to tell the truth about.
- At the beginning of the story, Rico and Jorge are about to play with a balloon. Ask students to consider the things that could go wrong if they do this inside.
- Ask students if they correctly predicted what would happen. Ask, *How do you think Mum will react to the broken vase?*
- Ask, *Do you think Mum believes the boys' story about the cat jumping up on the table?*
- Ask, *How do you think the boys feel about lying to Mum?*
- Rico starts to cry. Ask, *Is Rico more upset about breaking the vase, or about the lie that he and Jorge have told Mum?*
- Ask, *How do you think the boys feel after telling Mum the truth?*

Comprehension

- Do you think Mum believed the boys when they said that the cat broke the vase? Why/Why not? (*Inferential*)
- Why do you think Rico told Jorge that he didn't feel very well? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: writing rhyming words, and choosing the correct words to complete sentences; reordering words to write sentences from the story; writing text to match pictures from the story.
- Ask students to think of a time they accidentally broke something at home. Have them draw a picture of the object they broke. Ask them if they did the right thing and told the truth about the breakage.
- Talk about the rhyming patterns: *fell, tell, well; jump, bump*. Direct students to change the onsets and make as many rhyming words as they can.

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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 events in the text and include details that elaborate on the main ideas.
- _____

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.
- _____

Guided Reading Notes

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