

# At the Gym

PM Level 1

Magenta

**Text Type** Recount

**Running Words** 24



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with what a gym is and the activities that occur there.

### Orientation to the Text

- In this recount, a boy shows us many things he can do at the gym, including walking, running and jumping.

### Key Language Structures

- The story consists of the pronoun *He* followed by a present continuous tense verb.
- Students may also need prepositions such as *on* and *up* to describe what is happening in the pictures.

## Building the Balanced Reader

### Vocabulary

Key High-frequency Words

*at, He, is*

Content Words

*climbing, rolling, jumping, running, sitting, stretching, swinging, walking*

### Decoding

- Look at the word *He*. Ask students to say each sound in the word then say the whole word.
- Ask students to identify the initial sound in *walking*. Talk about how the text matches the picture.

### Fluency and Phrasing

- Practise reading each page several times to become more fluent. Read the whole book a second time together.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustration. Discuss where the boy is and what he is doing. Ask, *What else might he do at the gym?*

- Look at pp. 2–3 together. Read *He is* and invite students to predict what the remaining word is. Look at the initial letter together to help students choose which of their predictions might be correct.
- Look at p. 7. Ask students to name everything they can see in the picture. Ask, *What can you see that might help you to read the words on p.6?*
- Continue to p. 11. Read *He is* together. Then look at the initial letter of the next word. Ask, *What sound does the letter make? What do you think the word might be?*
- Look at p. 13. Ask, *How do you think the boy is feeling? What tells you this?*
- Re-read the text together, encouraging students to look at the pictures and the initial letter to help them build fluency.

### Comprehension

- What is the boy doing on the beam? (*Literal*)
- What do you think the lady is doing on page 11? (*Inferential*)
- Do you think the boy likes the gym? (*Inferential*)

### Follow-up Activities

- Make a list of activities that you can do in the school playground, such as running, jumping and swinging. Make a card with each of the activities on it and have students illustrate it. Choose a student to draw out a card each day to read and then go outside and practise the activity.
- Ask a student to act out one of the pages of the book. As a group, guess which page it is and read the text together. Repeat with other students.
- Talk to students about their favourite gym activities. Write the sentence stem 'I am' on the board for students to copy and ask them to draw their favourite activity. Encourage students to write the first sound to finish their sentence and help them as required.

## Learning Intentions

- We are learning to use picture clues with initial sounds to help us work out words.
- We are learning to read high-frequency words.

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## Success Criteria

- I can make read some words using picture clues and the first sound.
- I can read *He* and *is*.

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## Guided Reading Notes

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