

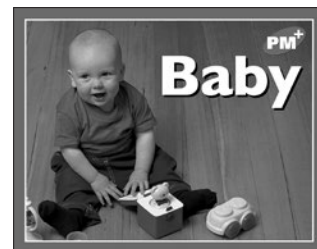
Baby

PM Level 1

Magenta

Text Type Repetitive

Running words 24



Preparing for Guided Reading

Orientation to the Text

- Using *b* (**PM Library Alphabet Starters**), find the photograph of the baby and the matching word. Study the visual pattern of the word *baby*. Discuss the dominant sound of the 'b'. Encourage students to talk about the activities of babies.

Prior Knowledge

- This book features a series of behaviours which are developmentally appropriate for a baby. The young reader will readily relate to these actions.

Key Language Structures

- This book has a three-word sentence on
- each double-page spread. It features a series of behaviours which are developmentally appropriate for a baby.

Building the Balanced Reader

Concepts about print

- Ensure that the skills necessary for handling a book are secure.
- Ensure that the skill of one-to-one word matching is secure.
- Direct attention to the placement of the full stop in each sentence.
- Make text and picture links for the changing verb in each sentence. Some children may be showing an awareness of the sound and visual pattern of the recurring ending *ing*.

Vocabulary

Key High-frequency Words

Baby, is

Content words

drinking, eating, crawling, playing, swinging, laughing, crying, sleeping

Decoding

- Recognise a couple of high-frequency words that are repetitively used, e.g. *Baby* and *is*.
- Use initial sound and picture clues to help decode content words.

Fluency and Phrasing

- Locate familiar repetitive text to help develop smooth reading.

- Point to each word at a steady rate without long pauses.

Focusing on the Book – Guided Reading

- **Cover** Read the title with students and talk about toys that are appropriate for babies. Ask students to read the title page. Discuss the photograph.
- **Pages 2–3** Focus on the word *is* and emphasise its sound and visual pattern.
- **Pages 4–16** Read the text with students and ask them to find the word *is* on each page. Encourage them to study the expression on the baby's face – this will help with decoding the interest words on pages 12 and 14.

Comprehension

- What was Baby doing in the swing? (*Literal*)
- Did Baby get sad? (*Inferential*)
- Did Baby get tired? (*Inferential*)

Follow-up Activities

- Using photographs of students as babies, make a class book. Write captions.
- Read *Our Baby* (PM level 8/9). Have a class discussion on how students help their younger siblings to learn new skills, and how their older brothers and sisters helped them to develop.
- Make a class chart featuring the stages children go through from infancy until they start school. Have students look through magazines to find pictures of these stages. Paste these on the chart in the correct sequential order. Add captions.

Learning Intentions

- We are learning to hold a book, turn the pages and point to the words.
- We are learning to use different strategies to help us to read unknown words.

Success Criteria

- I can point from left to right as I read each word.
- I use the beginning sound and the picture to help me to read some unknown words.

Guided Reading Notes

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