

Big things

PM Level 1

Magenta

Text Type Repetitive

Running Words 33



Preparing for Guided Reading

Orientation to the Text

- Ask students to name things that are big. Write students' suggestions on a chart. Invite them to add illustrations.

Prior Knowledge

- This book is about different vehicles that are large. Students should be familiar with the word *big*. It parallels the book *Little things*.

Key Language Structures

- This book features simple sentences containing an article plus a noun plus a verb plus an adjective, for example, *A truck is big*.

Building the Balanced Reader

Concepts About Print

- Reinforce the meaning of the spoken word 'first'. Turn to page 2. Demonstrate and say, *This is the first sentence in this book. The first word is A and the last word is big*.

Vocabulary

Key High-frequency Words

A, big, is

Content Words

truck, bulldozer, train, fire engine, bus, crane, ship, plane

Decoding

- Recognise a couple of high-frequency words that are repetitively used e.g. *A* and *big*.
- 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

- Discuss the cover and title page photographs. Read the title. Write 'big' on the whiteboard using both an upper- and lower-case 'b'. Provide students with magnetic letters in order to make the words 'Big' and 'big'.

- Discuss the photographs and read the text together. Check that students are practising consistent directional and one-to-one word-matching behaviours.
- Have students point out specific words. Say, *Show me the word _____.* Encourage them to put one finger in the space before the word and another in the space after, so that the whole word is visible.

Comprehension

- What were the girl and her father looking at? (*Literal*)
- Why do you think the fire engine was painted red? (*Inferential*)

Follow-up Activities

- Make a class book about 'Big things'.
- Play 'Word Lotto' by making up sets of base cards and matching word tickets. Use combinations of the words 'I', 'am', 'Mum', 'is', 'Dad', 'A', 'a', 'Here' and 'big'. Provide each child with a base card (containing five words) and five matching word tickets. When a word is called, the child covers that word (if they have it) with the matching word ticket.
- Re-read PM Alphabet Starters *b*. List words that begin with 'b' on a chart. There may be some members of the class whose names begin with 'B'. Select students to underline the 'b' in each word. Have students draw pictures of things that begin with 'b' for the chart.
- Allow students to draw 'big' chalk pictures on the concrete.
- Encourage students to cooperatively make a collage of something big, e.g. a big tree, or a big elephant.

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Date _____

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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