

Dad

PM Level 1

Magenta

Text Type Repetitive

Running Words 24



Preparing for Guided Reading

Orientation to the Text

- Have each child draw a picture of their dad (or another appropriate male).
- Display the pictures on a chart or in an enlarged book. Add a simple sentence beside each picture.

Prior Knowledge

- *Please note:* Although this book explores the concept of 'Dad', be sensitive to students' various family backgrounds and alter the language and activities accordingly.

Key Language Structures

- This book features simple sentences containing a noun plus a verb, for example, *Dad is painting.*

Building the Balanced Reader

Concepts About Print

- Reinforce one-to-one matching of spoken and printed words.
- Explain the difference between a letter and a word. Say, *The word Dad has three letters. The first letter is D and the last letter is d.*

Vocabulary

Key High-frequency Words

Dad, is

Content Words

cooking, painting, driving, swimming, digging, running, reading, sleeping

Decoding

- Recognise a couple of high-frequency words that are repetitively used e.g. *I* and *am*.
- 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 of the book. Point out the capital *D* at the beginning of *Dad* and the lower case *d* at

the end. Write *Dad* and other three-letter words on the whiteboard. Select a child to draw a circle around the word *Dad*.

- Ask, *What are some of the things that your dad does?* Have students predict what Dad in the book might do. Confirm students' ideas by discussing the photographs before reading the book together. Ensure that students practise consistent directional and one-to-one word-matching behaviours.

Comprehension

- What was Dad painting? (*Literal*)
- Why do you think Dad was digging in the garden? (*Inferential*)

Follow-up Activities

- Play 'Concentration' or 'Pairs' using only the words *I, am, Mum, Dad* and *is*. Encourage students to recognise the visual form of these words.
- Re-read *PM Alphabet Starters d*. List words that begin with *d* on a chart. Select children to underline the *d* in each word. Have students draw pictures of things that begin with *d* for the chart.
- Compare the similar contexts of the two books *Mum* (PM level 1) and *Dad* (PM level 1). Discuss the similar language structures as they are read aloud. Ask students to draw pictures of activities that both mums and dads do.

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.

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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.

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Guided Reading Notes

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