

I am playing

PM Level 1

Magenta

Text Type Repetitive

Running Words 40



Preparing for Guided Reading

Orientation to the Text

- Put several objects that can be easily identified by their shape into a paper bag. Ask students to feel inside the bag and name the objects. Write their responses on a chart, e.g. *A cup is in the bag.*

Prior Knowledge

- This book is about different places to play in.

Key Language Structures

- This book features simple sentences containing a pronoun plus a verb plus an adverbial phrase, for example, *I am in the box.*

Building the Balanced Reader

Concepts About Print

- Reinforce the purpose of a full stop. Turn to page 2 and say, *This sentence has five words. We start at the first word and read to the last word. We always remember to stop at the full stop.*

Vocabulary

Key High-frequency Words

am, I, in, the

Content Words

box, car, tent, sandpit, play house, tunnel, bath, bed

Decoding

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

- Read the title. Discuss the cover and title page photographs. Talk about activities that students like to play when they are by themselves.
- Discuss the photographs and read the book together. Check that students are practising consistent directional and one-to-one word-matching behaviours.

- Talk about the repeated language pattern *I am in the _____*. Invite students to provide alternative endings. Write these on a chart.

Comprehension

- The boy made something with a big blanket. What was it? (*Literal*)
- Why do you think the boy liked playing in the box? (*Inferential*)

Follow-up Activities

- Ask students to draw a picture of a place where they like to play. Write captions in bold print.
- Copy the words from the book onto cards. Encourage students to form sentences that match the text in the book. (Each noun can be illustrated, offering a visual clue to students.)
- Make a caterpillar shape. Write known high-frequency words on it for students to read and match with cards. Restrict the caterpillar to only five words.

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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.

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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.

• _____

Guided Reading Notes

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