

I am running

PM Level 1

Magenta

Text Type Repetitive

Running words 24



Preparing for Guided Reading

Orientation to the Text

- Take students outside to practise the activities that are described in the book. Ask students to verbalise these activities, e.g. *I am jumping*.

Prior Knowledge

- This book features a five-year-old boy completing a series of activities in a playground.

Key Language Structures

- This book has a three-word sentence on each double-page spread.

Building the Balanced Reader

Concepts about print

- Ensure that students are familiar with the skills involved in handling and reading a book – awareness of the front and back of the book, the starting point for reading, page turning and directionality, word-by-word matching.
- Emphasise the visual patterns and sounds of the early high-frequency words *I* and *am*.
- Make text and picture links for the changing verb in each sentence.

Vocabulary

Key High-frequency Words

I, am

Content words

running, climbing, sliding, jumping, hopping, crawling, riding, swinging

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

- **Cover** Discuss the setting with students. Talk about where the boy is going and why he is running. Read the title with students, focusing on the words *I* and *am*. Have the class read the title page. Discuss the vignette.
- **Pages 2–3** Talk about the boy's enthusiasm. Read the text with students. Ask them to predict what activity he might do next.
- **Pages 4–16** Make text and picture links to decode the verb in each sentence. Reinforce the initial sounds in these words.

Comprehension

- What was the boy doing in the tunnel? (*Literal*)
- Did the boy enjoy playing in the playground? (*Inferential*)
- Was the boy by himself? (*Inferential*)

Follow-up Activities

- Have students paint a picture of themselves performing an activity from the book. Encourage them to write their name and a sentence from the book either independently or with assistance, e.g. *I am Kate. I am jumping*.

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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.

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Guided Reading Notes

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