

In our classroom

PM Level 1

Magenta

Text Type Repetitive

Running Words 33



Preparing for Guided Reading

Orientation to the Text

- Ask students to look around the classroom. Talk about where the equipment and materials are kept. Discuss the purpose, organisation and maintenance of storage areas. Have a question and answer session, e.g. *Where do the pencils go? The pencils go in the tins.*

Prior Knowledge

- The book is set in a classroom, with one child showing another where the equipment is kept.

Key Language Structures

- This book has a four-word sentence on each double-page spread, with an additional word on the final page.

Building the Balanced Reader

Concepts About Print

- Associate upper- and lower-case letters. Discuss the fact that the sound of the words, e.g. *Here* and *here* does not change.
- Focus on upper-case letters where they begin sentences, specifically, *The* when it appears at the beginning of a sentence.
- Introduce the visual pattern and sound of the new word *go*.
- Link words with pictures.

Vocabulary

Key High-frequency Words

The, go, here

Content Words

bags, books, pencils, blocks, letters, puzzles, flowers, paintings, up

Decoding

- Recognise a couple of high-frequency words that are repetitively used e.g. *The* and *go*.
- 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. Talk about the activities featured in the photograph. Compare this room with students' own classroom. Ask students to read the title page. Talk about the cooperative actions of the teacher and students.
- **Pages 2–3** Direct students' attention to the details in the photograph. Discuss the procedure for storing school bags. Emphasise the sound of the letter *b*. Help students to locate the word in the text that begins with *b*. Have them point to the word *bags* and say it. Read the sentence with students several times. Focus on the word *go*.
- **Pages 4–15** Study each photograph to find the interest word. Locate it in the text by sounding and naming the initial letter. Read each sentence with students.
- **Page 16** Ensure that students focus on the text change – identify the word *up*. Compare the photograph with the one on the title page. Discuss the progression.

Comprehension

- Who was telling us where things go in their classroom? (*Inferential*)
- Who was the girl talking to? Do you think the child might have been new to the classroom? Why? (*Inferential*)
- Were the paintings kept off the ground? (*Literal*)

Follow-up Activities

- Have students write each sentence from the book on to a card. Place these cards beside the relevant classroom equipment. Some students will need assistance with this procedure.

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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