

Little 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 little. Write students' suggestions on a chart. Invite them to add illustrations.

Prior Knowledge

- This book is about different toy vehicles that are small. Students should be familiar with the word *little*. It parallels the book *Big things*.

Key Language Structures

- This book features simple sentences containing an adjective plus a noun plus a verb plus and adjective, for example, *My truck is little*.

Building the Balanced Reader

Concepts About Print

- Talk about the capital letter on the first word of each sentence. Turn each page and discover the capital *M* which begins the first word of each sentence.

Vocabulary

Key High-frequency Words

is, little, my

Content Words

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

Decoding

- Recognise a couple of high-frequency words that are repetitively used e.g. *is* and *little*.
- 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. Point out that the children are playing with 'little toys'.
- Discuss the photographs and read the text together. Write the word *Mum* on the whiteboard and the word *My* directly underneath it. Discuss the visual and phonemic similarities.

- 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.)

Comprehension

- Which toy did the boy put in the water? (*Literal*)
- Why do you think the boy held the plane up high? (*Inferential*)

Follow-up Activities

- Make a class book about 'little things'. Copy each caption onto individual strips of card. Invite students to match these to the captions in the class book.
- Re-read nursery rhymes featuring the word *little*, e.g. 'Little Bo-Peep', 'Little Miss Muffet', etc. Ask students to point out the word *little*.
- Make a set of cards for 'Concentration' or 'Pairs' using the upper- and lower-case forms of these words: *a, big, little, my*.
- Collect classroom items that are able to be classified by either the word 'big' or 'little', e.g. a big block, a little block. Ask students to select items from this collection and help them write appropriate captions, e.g. *My block is little*.

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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