

Me

PM Level 1

Magenta

Text Type Repetitive

Running Words 24



Preparing for Guided Reading

Orientation to the Text

- Dramatise the following actions and have students name each one, e.g. drinking, eating, laughing. Ask, *What am I doing?*
- Encourage students to dramatise various actions of their own. Ask, *What are you doing?* Each child can reply with, *I am _____.*

Prior Knowledge

- Discuss different daily actions/activities students do and/or like to do.

Key Language Structures

- This book features simple sentences containing a pronoun plus a verb, for example, *I am drinking.*

Building the Balanced Reader

Concepts About Print

- Demonstrate how to hold the book and how to turn the pages correctly.
- Teach left-to-right reading. Say, *This is where we begin to read this sentence.* Read each sentence aloud, moving your finger in a left-to-right movement.

Vocabulary

Key High-frequency Words

am, I

Content Words

drinking, eating, laughing, crying, talking, listening, yawning, 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

- Point to the picture of the girl on the front cover of the book. Read the title *Me*. Explain that the book is all about the same girl.
- Discuss the cover photograph and read the title. Write *Me* and other two-letter words on the whiteboard. Select a child to draw a circle around the word *Me*.
- Look at the photograph on the title page. Ask, *What do you think the girl would say if you asked her what she was doing?* Discuss students' ideas.
- Talk about the photograph on pp. 2–3. Direct students' attention to the text. Ask them to find the first word. Help them to match each spoken word with a written word.
- Discuss the photographs featured throughout the book and read the text together. Continue to help students develop directional and one-to-one word-matching behaviours.

Comprehension

- What was the girl eating? (*Literal*)
- Why do you think the girl was laughing? (*Inferential*)

Follow-up Activities

- Students retell the girl's actions by playing a miming game, such as 'Charades'. Students take turns to mime one of the girl's actions from the book.
- Have students form the letter *I* with playdough or finger paint. Encourage them to say, *Down, across at the top and across at the bottom* as the letter is formed.
- Have students draw pictures of themselves doing everyday actions. Write captions for them below their pictures – *I am _____ (action)*. Gather the pictures together and make a class book. Write a copy of each caption on card. Encourage students to match these to the captions in the class book and read them.
- Ask students to paint pictures of themselves on large pieces of paper. Write, *I am _____ (child's name)*. Write the words *I am* in bold print.

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.

• _____

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