

Mum

PM Level 1

Magenta

Text Type Repetitive

Running Words 24



Preparing for Guided Reading

Orientation to the Text

- If possible and appropriate, ask each child to bring a photograph of their mother to school.
- Display these photographs on a chart or in an enlarged book. Add a simple sentence beside each photograph. Use the same sentence structure as featured in the book.

Prior Knowledge

- *Please note:* Although this book explores the concept of 'Mum', be sensitive to students' various family backgrounds and alter the language and activities accordingly.

Key Language Structures

- This book features simple sentences containing a noun plus a verb, for example, *Mum is cooking*.

Building the Balanced Reader

Concepts About Print

- Reinforce left-to-right reading.
- Talk about the spaces between the words. Teach one-to-one matching of spoken and printed words. Encourage finger pointing.

Vocabulary

Key High-frequency Words

is, Mum

Content Words

cooking, painting, driving, swimming, digging, running, reading, 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

- Discuss the cover and title page photographs. Read the title of the book. Point out the capital *M* at the beginning of *Mum* and the lower case *m* at the end. Write *Mum* and other three-letter words on the whiteboard. Select a child to draw a circle around the word *Mum*.
- Ask, *What are some of the things that your mum does?* Have students predict what Mum in the book might do. Confirm students' ideas by discussing the photographs before reading the book together. Help students to develop consistent directional and one-to-one word-matching behaviours.

Comprehension

- What was Mum doing in the car? (*Literal*)
- Why do you think Mum was sleeping? (*Inferential*)

Follow-up Activities

- Make a set of cards for the game 'Concentration' or 'Pairs' using only the words *I*, *am*, *Mum* and *is*. Encourage students to recognise the visual form of these words.
- Re-read *PM Alphabet Starters m*. List words that begin with *m* on a chart. Direct students' attention to the beginning of each word. Select children to trace over the *m* in each word.
- Ask students to draw pictures of their mums doing everyday actions. Write, *Mum is _____ (action)* on each picture. Write the words *Mum is* in bold print. Copy the sentences onto individual strips of card. Have students match these to the sentences on the pictures and read them.

Mum

Date _____

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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