

My Friend

PM Level 1

Magenta

Text Type Recount

Running Words 24



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with common physical activities, such as running, throwing and catching.

Orientation to the Text

- A girl describes all the things her friend can do, including hopping, running and swimming.

Key Language Structures

- The story consists of the pronoun *She* followed by a present-tense verb.
- The modal verb *can* is used throughout the text.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

can, my, She

Content Words

catch, climb, hop, jump, run, skip, swim, throw

Decoding

- Look at the word *She*. Ask students to say each sound in the word then say the whole word.
- Look at pp. 2 and 4. Ask, *Which words on p. 2 are also on p. 4? How do you know?*

Fluency and Phrasing

- Model reading the first sentence of the text. Ask, *How did I change my voice when I got to the full stop?* Have students modulate their voices while reading the same sentence with you.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Ask, *Why do you think the book is called My Friend?*
- Look at pp. 2–3 together. Focus on the words *She* and *can*. Ask students to identify the first letter and sound of each.
- Look at pp. 4–5. Ask students to use the picture to predict what will be in the text. Read the text together.

- Continue to p. 9. Read *He is* together. Then look at the initial letter of the next word. Ask, *What sound does the letter make? What do you think the word might be?*
- Look at p. 11. Ask, *Who is in the picture? What are they doing?*
- Read p. 14. Ask, *What do you think the girl will do next?*
- Reread the text together. Ask students which of the activities they can do.

Comprehension

- What does the girl do after she throws the ball? (*Literal*)
- Why do you think the girls are friends? (*Inferential*)
- How do you think the girls know each other? (*Inferential*)

Follow-up Activities

- Make a list of things that students can do now that they couldn't do at the start of the year. Make a class 'I can' book with each student writing and illustrating a page showing what they can do.
- Talk about what makes a good friend together. Make a class chart of things students can do to be good friends for display.
- Ask students what they like to do with their friends. Have each student choose and draw one of the activities and make a simple picture graph to show what is most popular with the group.

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Learning Intentions

- We are learning to identify characters in texts.
- We are learning to read high-frequency words.

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Success Criteria

- I can say who the people in the story are.
- I can read *She* and *can*.

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Guided Reading Notes

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