

# My school day

PM Level 1

Magenta

**Text Type** Description

**Running Words** 24



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with common school activities such as reading and counting.

### Orientation to the Text

- A boy describes the different activities he does during a day at school.

### Key Language Structures

- The story incorporates the high-frequency words *I* and *am*.
- Present continuous verb forms are used throughout, e.g. *I am reading. I am writing.*

## Building the Balanced Reader

### Concepts About Print

- Ensure that students are familiar with the skills involved in handling and reading a book – awareness of the front and back of the book, the starting point for reading, page turning and directionality, word-by-word matching.

### Vocabulary

#### Key High-frequency Words

*am, I*

#### Content Words

*building, counting, cutting, drawing, painting, reading, singing, writing*

### Decoding

- Ask students to practise writing the high-frequency words from the text in the air. Discuss how the letters are formed and the sounds they make.
- Look at the word *writing*. Ask, *What sound do the 'w' and the 'r' make together in 'writing'? What sound does 'w' usually make?*

### Fluency and Phrasing

- Model reading a page for students and have them copy your phrasing.

## Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Ask, *What do you do during a school day?*
- Look at pp. 2–3 together. Ask students to underline the 'ing' sound with their fingers. Practise saying it in isolation and then as part of the word *reading*. Ask, *What word has 'ing' been added to?*
- Read p. 4. Ask, *What has the boy done so far at school? What else do you think he might do?*
- Continue to pp. 8–9 and hide the text. Ask, *What is the boy doing? What do you think the text is going to say?*
- Look at pp. 14–15 together. Ask students to describe what they can see in the picture using full sentences.
- Read p. 16. Ask, *What did you think the boy would do at school that he didn't do?*
- Reread the text together, focusing on finding the 'ing' ending on each page.

## Comprehension

- What are two things the boy did at school? (*Literal*)
- Why did the boy look happy? (*Inferential*)
- What else might the boy have done at school? (*Inferential*)

## Follow-up Activities

- Make a list with students of the typical activities you do in a school week. Use the information to create a visual diary of the school day in your classroom.
- Put students into pairs and ask them to think of actions for two activities that they do during a school day. Invite students to act out their activities and ask the class to guess what they are. Record these as 'I am' plus a continuous present verb, e.g. *I am playing.*
- Brainstorm and list other words students know that end in 'ing'. Spend a week adding to the list each time students encounter and recognise more 'ing' words.

## Learning Intentions

- We are learning to recognise and read the 'ing' sound.
- We are learning to make predictions about what we read.

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## Success Criteria

- I can read words that end in 'ing'.
- I can predict some events in the text.

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## Guided Reading Notes

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