

The play

PM Level 1

Magenta

Text Type Repetitive

Running words 52



Preparing for Guided Reading

Orientation to the Text

- Invite students from older grades to stage a simple, well-known play for the class, e.g. *The Three Little Pigs* (PM level 15).

Prior Knowledge

- This book features seven different students, each dressed to portray the part of an animal in a play.

Key Language Structures

- This book has two sentences repeated on each double-page spread, with one sentence on the last page.

Building the Balanced Reader

Concepts about print

- Full stop – discuss the punctuation symbol, purpose and position.
- Ensure that sentences are read from left to right and in the correct order.
- Focus on one-to-one word matching.
- Use the illustrated vignettes to assist students with decoding the names of the animals.
- Reinforce the high-frequency words, specifically, the new word *me*.

Vocabulary

Key High-frequency Words

Look, at, me, I, am, the

Content words

mouse, cat, dog, rabbit, pig, cow, duck, us

Decoding

- Recognise a couple of high-frequency words that are repetitively used, e.g. *Look* and *at*.
- 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

- **Cover** Read the title with students. Focus on the high frequency word *the*. Discuss the meaning of the word *play* in this context. Encourage students to guess the names of the animal characters by observing the different features of the costumes. Have students read the title page and guess which animal the child is imitating.
- **Pages 2–3** Read the sentences with students, ensuring that one-to-one word matching and directionality are being maintained. Link the vignette with the photograph.
- **Pages 4–15** Encourage students to focus on the text, using the sound of the initial letter of each animal's name as an entry to the word. The vignettes and photographs will provide extra support.
- **Page 16** Focus on the change to a single sentence and the use of the word *us*.

Comprehension

- Was there a duck in the play? (*Literal*)
- Did the children make animal noises in the play? (*Inferential*)
- Why were some of the children holding up their arms? (*Inferential*)

Follow-up Activities

- Using the sentences from the book, e.g. *I am the rabbit*, make labels or simple headbands for students to wear. Have them adapt the story into a play by reading the page related to their caption and by innovating appropriate dialogue.
- Use *r, c, d, p* and *m* (PM Alphabet Starters) to reinforce the letter and sound links of the initial letter of each of the following nouns: *rabbit, cat, dog, cow, pig, duck, mouse*.

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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