

Up in the sky

PM Level 1

Magenta

Text Type Repetitive

Running Words 56



Preparing for Guided Reading

Orientation to the Text

- Take students outside. Talk about the things that can be seen up in the sky. (Ensure that students do not look directly at the sun.) Focus on using the word *up* in the discussion.

Prior Knowledge

- This book features a range of objects which can be seen in the sky.

Key Language Structures

- This is the first book in the **PM Plus** series to feature the return-sweep procedure.

Building the Balanced Reader

Concepts About Print

- Associate upper- and lower-case letters: *The, the*.
- Introduce the return-sweep procedure. Ensure continuation of directionality.
- Reinforce the high-frequency words which have been introduced previously.
- Focus on the visual patterns and sounds of the new words *up* and *in*.
- Model correct intonation when reading.

Vocabulary

Key High-frequency Words

The, is, up, in, the

Content Words

balloon, kite, bird, helicopter, plane, cloud, rainbow, sun

Decoding

- Recognise a couple of high-frequency words that are repetitively used e.g. *The* and *is*.
- 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. Discuss the movement of the plane. Read the title page and talk about various types of clouds.

- **Pages 2–3** Read the text with students. Ensure that they understand the return-sweep procedure. Use the photograph and the initial letter to decode the word *balloon*.
- **Pages 4–15** Discuss each photograph, then locate the new interest word in the text by recognising the sound and name of its initial letter. Read each sentence with students. Compare technology with nature. Discuss the fact that clouds, rainbows, the sun and birds occur naturally in the sky, while balloons, helicopters and planes are there as a result of technology.
- **Page 16** Note the change to a child's painting. Talk about how this picture still matches the text.

Comprehension

- What direction should we look in to see the balloon? (*Literal*)
- Was it daytime in the book? (*Inferential*)
- What shows us that it might have rained recently? (*Inferential*)

Follow-up Activities

- Take students outside to experiment with the concept of 'up'. Use different types of balls, balloons, etc.
- Collect pictures of things that can be seen in the sky, e.g. birds, butterflies, planes, hot-air balloons, helicopters, clouds, etc. Paste these pictures onto separate charts – one relating to technology and the other to nature.

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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