

We go out

PM Level 1

Magenta

Text Type Repetitive

Running Words 33



Preparing for Guided Reading

Orientation to the Text

- Talk about places that students go to when they go out with their families. Write their ideas on a chart. Have them add illustrations.

Prior Knowledge

- This book is about going to different places.

Key Language Structures

- This book features simple sentences containing a pronoun plus a verb plus an adverbial phrase, for example, *We go to the library*.

Building the Balanced Reader

Concepts About Print

- Reinforce the difference between a letter and a word, first word, last word, capital letter for the first word in a sentence and the purpose of a full stop.

Vocabulary

Key High-frequency Words

go, the, to, We

Content Words

library, park, pool, football, beach, farm, zoo, aquarium

Decoding

- Recognise a couple of high-frequency words that are repetitively used e.g. *go* and *the*.
- 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

- Read the title and discuss the cover photograph. Talk about why people always wear seatbelts in a car. Ask, *Where do you think the people in the photograph are going?*
- Discuss the photographs and read the text together. Encourage students to talk about places in the book that they, too, have visited.

- Have students point out specific words. Say, *Show me the word _____*. Encourage them to put one finger in the space before the word and another in the space after, so that the whole word is visible.

Comprehension

- Where did they go to read books? (*Literal*)
- Why do you think they went to the football? (*Inferential*)

Follow-up Activities

- Using a consistent language pattern, ask students to follow directions, e.g. *Go to the door and close it*. Encourage them to give similar directions to one another.
- Have students draw and write about where they go with their families.
- Re-read PM Alphabet Starters w. List words that begin with 'w' on a chart. Select children to trace over the 'w' in each word to make it bold. Have students draw pictures of things that begin with 'w' for the chart.

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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.

• _____

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