

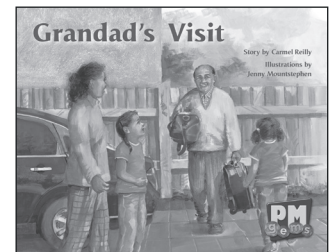
# Grandad's Visit

PM Level 13

Green

**Text Type** Narrative

**Running Words** 228



## Preparing for Guided Reading

### Prior Knowledge

- Talk about the kinds of changes that need to be made at home when a guest comes to stay.

### Orientation to the Text

- In this story, Grandad comes to stay with Mum, Tessa and Alice. The girls determine which of their bedrooms will be best for Grandad, and prepare it for him.

### Key Language Structures

- Irregular past tenses: *said, took, made*
- Use of dialogue to express opinion: *"But I want Grandad to have my room," said Alice. "My room is better. It's bigger."*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*move, night, or, put, ready, smile, them, things, took, under, want, was*

#### Content Words

*Mum, Grandad, Tessa, Alice, bedroom, better, bigger, late, towels, bags*

### Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Build upon students' phonemic awareness and their knowledge of letter-sound relationships. Ensure they are transferring this knowledge when decoding or confirming unfamiliar words.

### Fluency and Phrasing

- Observe the strategies students are using to integrate meaning, language structures and visual information as they read. Explicitly teach students who require further support to cross-check, confirm or self-correct when meaning needs to be regained.
- Remind students to adjust the pace of their reading when they encounter new vocabulary.

### Focusing on the Book – Guided Reading

- Ensure students use the illustrations to predict meaning.

- As students read, have them find the root word in each of these words: *coming, getting, going, staying; helped, moved, shouted, smiled*.
- Direct students to look at the bold word **now** on p. 3. Ask them if they think the family is ready for Grandad's visit.
- Ask, *Why does Alice think her room will be more suitable for Grandad? What solution to the girls come to?*
- Have students look at the mess in Tessa's room on p. 8. Ask, *Do you think the family will have time to prepare the room for Grandad? How do you think Grandad will like the room after it has been tidied?*
- Talk about Grandad's happiness when he sees his room. Ask students if they think the family has done a good job of preparing for him.

### Comprehension

- Why do you think they had to hurry to get Grandad's room ready? (*Inferential*)
- Why is it important to pick up our clothes and toys? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: writing the past tense word and completing sentences from the story; indicating whether quotes from the story are true or false; choosing correct verb forms to complete passages from the story; completing a sentence from the story.
- Ask students to think of a time a guest came to stay at their home. Have them draw a picture of the room that was prepared for the guest. If students have not had a guest come to stay, direct them to imagine how they would tidy their own bedrooms for a guest.
- Talk with students about why it's good to keep their bedrooms tidy, even if they don't have a guest coming to stay. Discuss how tidiness means the room can be kept clean, and makes it a safer place. Have students make a list of things they could do to make their rooms tidier and safer.

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## Learning Intentions

- We are learning to use speed, volume and pitch to correctly interpret the text when reading aloud.
- We are learning to think beyond what we are reading.
- \_\_\_\_\_

## Success Criteria

- I can more make changes to my speed, volume and pitch to indicate my understanding of the text.
- I can make predictions and justify them with evidence from the text and/or prior experiences.
- \_\_\_\_\_

## Guided Reading Notes

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