

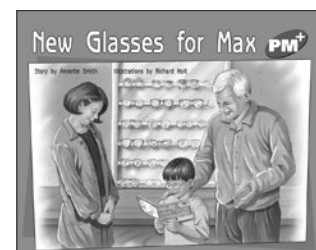
# New Glasses for Max

PM Level 13

Green

**Text Type** Narrative

**Running Words** 235



## Preparing for Guided Reading

### Orientation to the Text

- Read *The Optometrist* (PM level 11/12) with the children. Explain that an optometrist tests people's eyes to see if they need glasses. Encourage students who have been to an optometrist to discuss their experiences and the procedures involved.

### Prior Knowledge

- Ask students if any of them have glasses, or parents who wear glasses. What were their experiences?
- Students who have been laughed at while wearing glasses, will understand Max's reluctance to wear his new glasses. This text provides an opportunity to explore a text layout that emphasises dialogue cues.

### Key Language Structures

- Adverbs and adverbial phrases add meaning to the nouns in the text, e.g. *always*, *into Max's eyes*, *to school*, *in this old photo book*, *in the mirror*.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*any, case, glasses, them*

#### Content Words

*ready, words*

### 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 crosscheck, confirm or self-correct when meaning needs to be regained.

- Emphasise reading with fluency that encompasses understanding. Remind students to adjust the pace of their reading when they encounter new vocabulary.

### Focusing on the Book – Guided Reading

- Recall other stories about Max and Grandad. Read the title. Discuss how important it is to be able to see clearly.
- Discuss with students who they should tell if they 'can't see the words'.
- Talk about Max's revealing statement. Ask students to compare it with their own experiences.
- Max is very proud of his dad! Discuss the coping strategies that Grandad gives to Max. Ask, *How do you think Max will feel about wearing glasses now?* Observe the text layout with space separating the dialogue between speakers.
- Confirm Max's friendship with Jake. Check the illustrations for the likeness between Max and his dad.
- Revisit changing the final consonant: *has, had; his, hid*.
- Revisit *ph* (**PM Library Alphabet Blends**).
- Discuss possessive apostrophes: *Max's eyes*.
- Discuss the plural form of *glasses*.

### Comprehension

- What did Max tell his grandad about his eyes? (*Literal*)
- How did Max feel about wearing his glasses after taking them to school? (*Inferential*)
- Why did Max change his mind about wearing the glasses? (*Inferential*)

### Follow-up Activities

- Discuss how to effectively care for your eyes. Make a poster or booklet.
- Re-read *My Little Sister* (PM level 8/9). Discuss the physical similarities between the two girls. Invite students to describe and then draw pictures of family members who look alike. Encourage students to write descriptive captions.
- Role-play positive and negative things that happen during play and classroom situations. Discuss words, voice tone, actions and body language.

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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.

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## Success Criteria

- I can 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.

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## Guided Reading Notes

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