

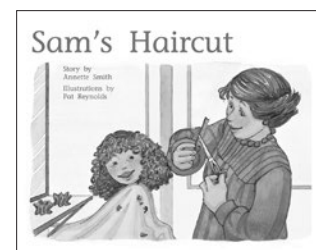
Sam's Haircut

PM Level 13

Green

Text Type Narrative

Running Words 229



Preparing for Guided Reading

Orientation to the Text

- Re-read *The Hairdresser* (PM level 11/12). Encourage students to share their own experiences of visiting the hairdresser.

Prior Knowledge

- Sam is reluctant to have her hair cut until her teacher arrives at the same salon to have her hair cut, too. The familiar context of this story encourages students to relate their own experiences to what they read.

Key Language Structures

- Adverbs and adverbial phrases add meaning to the nouns in the text, e.g. *today*, *in the mirror*, *After school*, *on the floor*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

bit, hair, more, still

Content Words

floor, hairdresser, mirror, shut, started

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.
- 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

- Read the title. Identify Sam. Discuss the woman and who she might be.

- Talk about the illustrations before reading the text. Read with the appropriate intonation and expression. Ask students to share their own experiences at the hairdresser.
- Have students search the text for the reasons why Sam did not want to have her hair cut.
- Talk about Sam's thoughts when she opens her eyes. Ask, *Is Sam happy with her haircut?*
- Have students read the text to find out why Sam's teacher is visiting the hairdresser. Discuss the reasons for Sam's changed attitude.
- Use *cl*, *st*, *fl* and *sm* (**PM Library Alphabet Blends** books) to assist with the words: *climb*; *still*, *started*; *floor*; *smiled*.
- Recognise opposites: *long*, *short*; *do*, *don't*; *can*, *can't*; *will*, *won't*.
- Revise the compound words *hairdresser*, *haircut*. Encourage students to identify the two smaller words in each longer word.

Comprehension

- What did Sam's mum tell her about her hair? (*Literal*)
- How did Sam feel about getting her hair cut? (*Inferential*)
- Why did Sam change her mind about cutting her hair? (*Inferential*)

Follow-up Activities

- Invite students to write about Sam's experience at the hairdresser as if they were Sam retelling it as class news. Demonstrate how to write in the first person.
- Have students list the procedures for having a haircut. Ask them to search *Sam's Haircut* and *The Hairdresser* for words they might need. Invite them to check that they have included everything by reading their completed lists to friends.
- Talk about occasions when students have happened to meet their teachers in places other than at school. Ask them to write about these times. Remind them that their statements should explain: when, who and where. Collate the stories into a class booklet.

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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