

Bedtime

PM Level 4

Red

Text Type Narrative

Running Words 83



Preparing for Guided Reading

Orientation to the Text

- Talk about getting ready for bed – the family routines and the quiet activities. Some students may like to talk about a baby in the family or their older brothers and sisters, and how their bedtime routine differs from their own.

Prior Knowledge

- Jack and Billy are becoming familiar characters. In this story, Jack tries delaying tactics when it is time for bed. However, the pleasure of a bedtime story with Mum has him changing his mind very quickly.

Building the Balanced Reader

Concepts About Print

- Associate upper- and lower-case letters: *Bb*.
- Talk about first and last letters of a word.
- Encourage picture interpretation. Focus on the details that help to predict text.

Vocabulary

Key High-frequency Words

book, down, red

Content Words

bed, Mum, Look, car, up, me

Decoding

- Locate some high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and differentiate between the purpose of a full stop and a comma.
- Change voice to apply the purpose of quotation marks.

Focusing on the Book – Guided Reading

- **Cover** Identify the characters Jack, Billy and Mum from the previous stories in the **PM Plus** series.
- **Pages 2–5** Discuss Mum's comment and Jack's reply.

- **Pages 6–7** Ask students why Jack isn't taking any notice of Mum and is continuing to play with his car.
- **Pages 8–11** Talk about Billy's comments. Predict what Jack might do now.
- **Pages 12–13** Ask, *Why is Jack standing at the door?*
- **Pages 14–16** Ask, *Why did Jack decide to go to bed after all?*

Comprehension

- What does Jack ask his mother to look at? (*Literal*)
- Does Billy want to go to bed? (*Inferential*)
- What does Jack see when he looks at Mum and Billy? (*Inferential*)

Follow-up Activities

- List students' favourite bedtime stories. Have them draw a picture from their favourite story. Display these pictures with suitable captions.
- Make a simple three-part booklet which summarises the story. The following captions could be used:
'Come to bed, Jack,' said Mum.
'Here is my book,' said Billy.
Jack and Billy and Mum are looking at the book.
- Have students complete the booklet by adding illustrations.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks in text.

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Guided Reading Notes

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