

Let's Pretend

PM Level 4

Red

Text Type Narrative

Running Words 82



Preparing for Guided Reading

Orientation to the Text

- Show students a book with examples of face painting. Encourage them to talk about their favourite design and to explain why they chose it.

Prior Knowledge

- This is the second story about the twins, Matthew and Emma. Mum is painting their faces as she prepares them for a fancy-dress party. Matthew's initial disappointment eventually turns to delight.

Building the Balanced Reader

Concepts About Print

- Encourage reasoning and prediction. Ask, *Why do you think ...?*
- Link picture and initial letter.
- Pattern voice intonation to increase meaning.

Vocabulary

Key High-frequency Words

book, rabbit, tail

Content Words

bear, happy, big, tiger, nose, Mum, mouth

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** Talk about the costumes that Matthew and Emma are wearing and about their face paint. Read the title to students. Comment on the initial letters *L* and *P*. Read the title again on the title page and discuss the vignette of face paints.
- **Pages 2–3** Compare the apprehension on Matthew's face with Emma's obvious joy.
- **Pages 4–5** Ask, *Why do you think Matthew is unhappy?*

- **Pages 6–7** Encourage students to read the text with the appropriate intonation.
- **Pages 8–9** Ask, *Why do you think Matthew is showing Mum the picture of the tiger?*
- **Pages 10–11** Ensure that students understand what Mum is doing to Matthew now.
- **Pages 12–16** Talk about both Matthew's and Emma's feelings.

Comprehension

- Which animal was Matthew not happy with? (*Literal*)
- Who did the face painting for the children? (*Inferential*)
- How did Matthew show his mum which animal he wanted to be? (*Inferential*)

Follow-up Activities

- Cut out cardboard shapes the same size as students' faces. Have each student paint their cardboard shape. Display these 'painted faces' with written explanations.
- Hold a special 'Dress-up Day'. Invite parents to join in the fun and to help with painting students' faces.
- Study some coloured photographs of wild animals. Talk about their features and the markings that make them distinct from other animals.

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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