

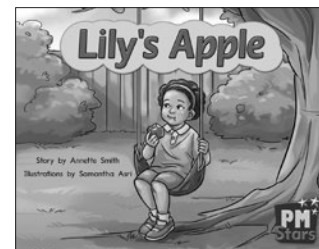
Lily's Apple

PM Level 4

Red

Text Type Narrative

Running Words 86



Preparing for Guided Reading

Orientation to the Text

- Cover the title with your hand or some paper, and discuss the cover illustration. Invite students to share their experiences of watching small insects. Introduce the characters and write their names on a whiteboard. Read the title.

Prior Knowledge

- This is the first of three stories about Josh and Lily in the *PM Stars* series.

Key Language Structures

- This book features dialogue heavily.

Building the Balanced Reader

Concepts About Print

- Reinforce correct left-to-right eye movements when reading return-sweep sentences.
- Encourage students to identify details in the illustrations that support meaning.

Vocabulary

Key High-frequency Words

and, are, going, looked, not, oh, thank, you

Content Words

ants, apple, hungry, Josh, Lily

Decoding

- Draw students' attention to high-frequency words.
- Reinforce students' developing knowledge of phonemes. Encourage them to use this knowledge to predict and decode consonant-vowel-consonant words, e.g. *n-o-t, r-a-n*.

Fluency and Phrasing

- Explicitly model how to cross-check print details against meaning and structure. Ask, *Does that word sound right? You said . . . Does that make sense?*
- Demonstrate and praise reading with fluency and phrasing.

Focusing on the Book – Guided Reading

- Study the illustrations. Use details evident in the illustrations to predict or infer meaning, e.g. note Josh's body language on page 7. He wants Lily to come and see what he has found.

- Discuss reasons why the ants crawled over Lily's apple.
- Talk about Josh's solution to the 'ants on the apple' problem. Notice that on page 16 Lily's apple has been carefully placed in the garden and is covered with ants!
- Invite students to retell the story in their own words.
- Tell students that *ants* and *apple* are the names of things we can see or touch. Look at the book again and ask students to name other things they can see in the illustrations, e.g. *swing, garden, tree*. Provide opportunities during shared, guided and independent writing for students to write sentences using these words.
- Write sentences that include the verbs *is* and *are* on a whiteboard, e.g. *Here is my apple*. Explain that *is* is used for a singular subject and *are* for a plural.
- Recognise words that begin with the same consonant sound but are visually different, e.g. *Lily, Look; and, at, ants, am*. Reinforce the link between letters and sounds in words.
- Write the words *the* and *Thank* on a whiteboard. Identify the digraph *th*. Use the book *th* in the *PM Alphabet Blends* series to reinforce this sound.
- Notice the *-y* ending at the end of *Lily* and *hungry*.
- Model how to read sentences that include exclamation marks with suitable expression.
- Discuss the purpose of quotation marks, i.e. *They tell us that someone is talking*. Assist students to read dialogue with appropriate expression.

Comprehension

- What was Lily eating? (*Literal*)
- What did Josh want Lily to look at? (*Literal*)
- Why did the ants crawl over Lily's apple? (*Literal*)
- Why didn't Lily want to look at the ants? (*Inferential*)
- Why did Josh say, "The ants are hungry"? (*Inferential*)
- Why did Josh give his apple to Lily? (*Inferential*)

Follow-up Activities

- Write the past-tense verbs *looked* and *ran* on cards. Use these words in oral sentences.
- Read and discuss other books about small animals, e.g. the book *Little Animals* in the *PM Science Facts* series (PM levels 8/9).

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