

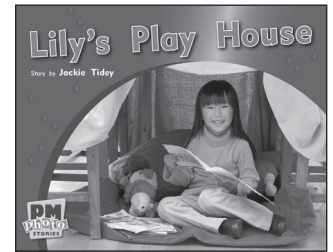
# Lily's Play House

PM Level 4

Red

**Text Type** Narrative

**Running Words** 74



## Preparing for Guided Reading

### Prior Knowledge

- Talk with students about rainy days, and how they can interfere with all kinds of plans.

### Orientation to the Text

- In this story, Lily wants to go outside to her playhouse, but is stopped by the rain. She decides to use furniture, cushions and blankets to make an indoor playhouse.

### Key Language Structures

- The text features the use of simple sentence structures such as: 'Look at the + noun.'
- Use of dialogue to increase interest.

## Building the Balanced Reader

### Concepts About Print

- Talk about the use of upper-case letters as the initial letter for the first word in a sentence.
- Use of exclamation mark for emphasis.

### Vocabulary

#### Key High-frequency Words

and, can, going, looked, my, not, Oh, you

#### Content Words

Mum, Lily, play, house, rain, big, chairs, blue, rug, little

### 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** Ask, *Where do you think Lily is? Does it look like she is in a playhouse?*
- **pp. 2–3** Ask, *Do you think Lily is very keen to go to her playhouse? Is Mum happy for her to go?*

- **pp. 4–5** Discuss the raindrops on the window, and the dark sky outside. Ask, *Do you think Lily still wants to go out to her playhouse?*
- **pp. 6–7** Discuss the fact that Mum won't let Lily go outside. Ask, *How do you think Lily feels about having to stay inside?*
- **pp. 8–9** Discuss Lily's expression and gesture as she looks at the chair, cushion and blankets. Ask, *Do you think Lily has an idea for something fun to do?*
- **pp. 10–11** Ask, *What do you think Lily and Mum are doing with the chairs?*
- **pp. 12–13** Discuss what Lily and Mum are doing with the blanket. Ask students if the blanket over the chairs reminds them of anything.
- **pp. 14–15** Lily's little house is now finished. Ask, *How do you think Lily feels about her little house? Does Mum like the little house too?*
- **p. 16** Ask, *How do you think Lily feels now that she has somewhere to play? What sorts of activities could Lily enjoy in her little playhouse?*

### Comprehension

- Why couldn't Lily go outside to play? (*Literal*)
- Why do you think Lily wanted Mum to come into the little house, too? (*Inferential*)

### Follow-up Activities

- Make a list of activities that the students enjoy when they have to stay in the classroom during rainy playtimes. Ask students to suggest new activities they could add to the list.
- Ask students to find the word *go* in *going*. Have them search the text for another example of a short word that can be seen in a longer word (*look* in *looked*).
- Have students think of furniture they could use at home to make their own little houses. Direct them to draw how they think their little houses might look.

## Learning Intentions

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

## 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.
- \_\_\_\_\_

## Guided Reading Notes

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