

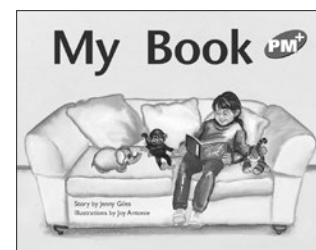
My Book

PM Level 4

Red

Text Type Narrative

Running Words 63



Preparing for Guided Reading

Orientation to the Text

- Re-read *Baby Wakes Up* (PM level 3) and *My Tower* (PM level 4). Talk about the character who features in these books.
- Encourage students to talk about their favourite books and the books they like to read by themselves. Have them name the places where they like to read, the places where they keep their books and the people that they read to.

Prior Knowledge

- In this story, the third in the series, the girl is looking for a book that she has been reading. While she is looking, she finds three of her toys. Finally, she discovers her book and reads it to the toys.

Building the Balanced Reader

Concepts About Print

- Encourage reasoning and prediction. Ask, *What do you think ...?*
- Talk about first and last letters of a word.
- Notice the letters and hear the sounds at the end of the words: *look, book*.

Vocabulary

Key High-frequency Words

book, elephant, looking, monkey

Content Words

here, Look, tiger, down, read

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** Predict the storyline from the cover illustration. Discuss the vignette on the title page and the fact that this is the book the little girl is reading on the cover.
- **Pages 2–3** Examine the illustration and discuss the places where a book might be. Look specifically for the lost book.
- **Pages 4–13** Talk about the fact that we often find something else when we are looking for a particular object, and how we are then distracted from our main task. Help students to use the picture clues to decode the words *elephant, monkey* and *tiger*.
- **Pages 14–16** Discuss the girl's satisfaction as she locates her favourite book and reads to her toys.

Comprehension

- Who did the book belong to? (*Literal*)
- Why was the girl looking for her book? (*Inferential*)
- What did the girl find on the chair? (*Inferential*)

Follow-up Activities

- Encourage students to talk about losing and finding their own books and toys. List places where they were found.
- Ask students to write the name of a book they like to read on card. Have them then copy the last line from *My Book* and add the names of people they like to read to.

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