

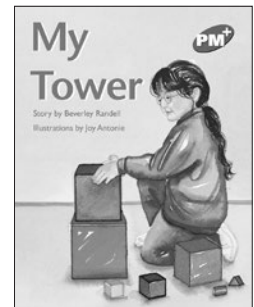
My Tower

PM Level 4

Red

Text Type Narrative

Running Words 61



Preparing for Guided Reading

Orientation to the Text

- Ask students to count out ten building blocks of different sizes and to stack them as a tower. Discuss any problems that may have occurred.

Prior Knowledge

- Most students will have had experiences of building with blocks. The little girl's disappointment turns into triumph as she becomes aware of the logical process of stacking blocks of different sizes.

Building the Balanced Reader

Concepts About Print

- Understand the difference between a letter and a word.
- Exclamation mark – talk about the punctuation symbol, name and meaning.
- Encourage picture interpretation. Focus on the details that help to predict the text.

Vocabulary

Key High-frequency Words

blue, down, going, red

Content Words

tower, up, big, 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** Talk about the girl and her actions. Ask students what she might be building.
- **Pages 2–3** Encourage students to notice the unstable stack of blocks and to predict what might happen.

- **Pages 4–5** Model how to read the text with the appropriate intonation. Discuss what the girl should do to make her construction stable.
- **Pages 6–13** Study each illustration commenting on the girl's more logical stacking method before reading the text.
- **Pages 14–15** Talk about the last block to go on the tower. Point out the concentration and anxiety on the girl's face. Predict whether this last block will upset the stability of the tower.
- **Page 16** Enjoy the girl's sense of achievement and read the text in a way that reflects her pleasure.

Comprehension

- Did the girl's tower stay up? (*Literal*)
- Why did the first tower fall down? (*Inferential*)
- How did the girl feel when she built her tower again? (*Inferential*)

Follow-up Activities

- Encourage students to make models using coloured plastic blocks. Share these models in small group situations. Have each student to give a detailed explanation.
- Invite students to draw pictures of things that go up, e.g. a plane, a bird, etc. Help them to write a suitable caption. Include the words *is going up*.

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Date _____

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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