

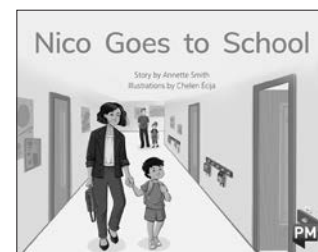
Nico Goes to School

PM Level 4

Red

Text Type Narrative

Running Words 85



Preparing for Guided Reading

Prior Knowledge

- Remind students of their first day at school and ask how they felt.
- Students should be familiar with school routines, such as putting their school bag away outside the classroom.

Orientation to the Text

- Nico doesn't want to go to school, but he changes his mind once he sees a friend.

Key Language Structures

- The text consists mainly of simple sentences in the present tense.
- The past-tense verb *said* is used to introduce who is talking.

Building the Balanced Reader

Concepts About Print

- Ask students to show you where to start reading on the page, which direction to read in and what to do once you've read to the end of the line.

Vocabulary

Key High-frequency Words

are, can, go, goes, going, looked, not, You

Content Words

happy, here, home, school, teacher

Decoding

- Prompt students to look at each part of the word again if they misread it.
- Look at the word *teacher* on page 4. Ask students if they can find any smaller words within the word that might help them to read it.

Fluency and Phrasing

- Choose a focus, such as paying attention to punctuation. Record students as they read, and play the recording back to them to check how they went with the focus.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Discuss who Nico is and what he is doing.

- Look at pages 2–3 together. Ask, *How do you think Nico is feeling? What makes you say that?*
- Continue to page 5 and instruct students to look at the pictures. Ask, *What is different about the way Nico looks compared with the previous picture? Why do you think this is?*
- Model reading page 6 with expression for students. Discuss how you are trying to make your voice sound like Nico.
- Continue to page 9. Pair students up and have them practise reading what each person said on page 8, with expression.
- Read to page 15. Ask, *How do you think Nico is feeling now? How can you tell?*
- Read to the end of the text together. Ask students to retell the story in their own words.

Comprehension

- What did the teacher say when she met Nico? (*Literal*)
- Why did Nico want to go home? (*Inferential*)

Follow-up Activities

- Ask students to think about their first day of school. Invite them to tell a partner how they were feeling and why. Then have each student share what their partner said with the group.
- Place a thumbs up symbol on one side of the room and a thumbs down symbol on the other. Make a statement about school, such as *I like listening to stories*, and ask all students who agree to go to the thumbs up and those who disagree to go to the thumbs down. Ask a few students from each side to give reasons for their answers. Repeat this activity with a variety of other statements.
- Brainstorm and record all the different feelings that students had on their first day of school. Choose one of the words and invite students to talk about other times when they have had the same feeling. Repeat for one or two more words.
- In pairs, have students use a digital device to take photos of each other showing each of the feelings that Nico had in the book. Allow each pair to share one of their photos and ask the group to guess which emotion is being shown.

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Learning Intentions

- We are learning to read with expression.
- We are learning to infer characters' feelings.

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Success Criteria

- I can recognise speech marks and change the way I read talking in a text.
- I can describe how the main characters are feeling and why.

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Guided Reading Notes

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