

Playing at School

PM Level 4

Red

Text Type Narrative

Running Words 93



Preparing for Guided Reading

Prior Knowledge

- Students should understand that schools have rules to keep students safe and that teachers are there to help students.
- Students should be familiar with common playground activities, such as ball games.

Orientation to the Text

- When Jade kicks the ball into the tree, Rosa wants to climb up to get it. Luckily, Mr Cook comes along to help them out.

Key Language Structures

- Both regular past-tense verbs, such as *looked* and *kicked*, and irregular past-tense verbs, such as *ran* and *said*, feature in the text.
- The use of largely familiar vocabulary supports students' understanding.

Building the Balanced Reader

Concepts About Print

- Point out the different types of punctuation as you read, and ask students to name them and describe what they are used for.

Vocabulary

Key High-frequency Words

can, for, going, not, ran, Thanks

Content Words

ball, kicked, said, shouted, tree

Decoding

- Encourage students to look for smaller words that they know within words they are having difficulty reading.
- Look at the word *shouted* on page 2. Ask students how many syllables it has and how many sounds are in the word.

Fluency and Phrasing

- Talk with students about finding a good pace for their reading. Model reading a page out loud and have students practise reading it to each other.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title. Ask students to predict what is going to happen in the story and how it will end.
- Look at page 2 with students. Ask students how Jade would say the words if she were in the playground. Practise reading them like that together.
- Continue to page 5 and instruct students to look at the picture. Ask, *How do you think Rosa is feeling? Why?*
- Look at pages 6–7. Discuss how the expressions of the girls in the picture relate to what is happening in the text.
- Continue to page 10. Identify all the different types of punctuation on the page and talk about how they change the way the words are read.
- Read to page 15. Ask, *How have the girls' feelings changed throughout the story?*
- Read to the end of the text together. Compare students' predictions about the story with what actually happened.

Comprehension

- Who got the ball down from the tree? (*Literal*)
- Why did Jade tell Rosa not to climb the tree? (*Inferential*)

Follow-up Activities

- Together, make a list of all the different things that students like to play at school. Choose five of them and ask each student to draw their favourite of the five on a sticky note. Make a simple picture graph with their pictures and talk about which activity is the most popular.
- Talk with students about what they would have done if they had kicked the ball into the tree. Discuss all the different ways you could get the ball down and whether or not each of the options would break any school rules.
- In pairs, ask students to identify one school rule they would change or introduce and invite them to share their thinking with the group.
- Ask students to name the characters in the story and list some words to describe each one. Have students draw their favourite character and write some words or one or two sentences about them.

Playing at School

Date _____

PM Level 4
Red

Learning Intentions

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

• _____

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.

• _____

Guided Reading Notes

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