

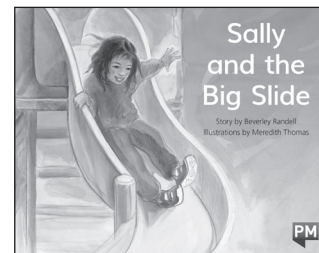
Sally and the Big Slide

PM Level 4

Red

Text Type Narrative

Running Words 84



Preparing for Guided Reading

Prior Knowledge

- This is one of several stories about Sally. Students will need to understand why Sally is frightened to go on the big slide.

Orientation to the Text

- Sally is playing at the playground on the little slide. Ella goes down the big slide. Sally is frightened but she goes down the big slide.

Key Language Structures

- The story is told through dialogue between Sally and Mum.
- This text features simple sentences such as: "Here is a + adjective + noun," said Sally.

Building the Balanced Reader

Concepts About Print

- Ensure the basic skills of one-to-one word matching and return-sweep reading are secure.
- Explain that a capital letter is used for a name: Sally, Mum, Ella.

Vocabulary

Key High-frequency Words

can, down, going, looked, not, shouted, you

Content Words

slide

Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Point and read at a consistent steady rate.
- 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** Identify Sally and read her name in the title. Ask, *Why do you think Sally is smiling?*
- **pp. 2–3** Sally looks happy on the little slide. Ask, *What do you think Sally will do next?*
- **pp. 4–5** Ask, *Do you think Sally is confident about going down the big slide?*
- **pp. 6–7** Sally sees Ella slide down the big slide. Ask, *How do you think Sally feels about the big slide?*
- **pp. 8–9** Discuss how Sally's mother is encouraging and supporting Sally. Ask, *How do you think Mum and Sally feel about going on the big slide?*
- **pp. 10–13** Note that Sally's mother is standing near the slide. Ask, *How do you think Sally feels about going down the slide now?*
- **pp. 14–15** Point out that the author has placed the words *down ... down ... down ...* on three lines to show that Sally is sliding down.
- Read the story together, paying particular attention to the dialogue. Discuss why Sally was anxious about the big slide.
- **p. 16** Talk about Sally's feelings at the end of the story.

Comprehension

- Who did Sally see on the big slide? (*Literal*)
- Why did Sally decide to go on the big slide? (*Inferential*)

Follow-up Activities

- Write a wall story about a time when someone overcomes anxiety to try something new. Brainstorm words that describe fear, like *frightened*, *worried* and *scared*, and words that describe courage, like *brave* and *strong*.
- Have students draw a picture of themselves succeeding at a skill they have been trying very hard to master.

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Learning Intentions

- We are learning that punctuation is used in sentences and we need to reflect it in our voice.
- We are learning that ‘good’ readers remember what they have read.
- _____

Success Criteria

- I stop and take a breath when I notice a full stop at the end of a sentence.
- I can retell the events of a story after I have read it.
- _____

Guided Reading Notes

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