

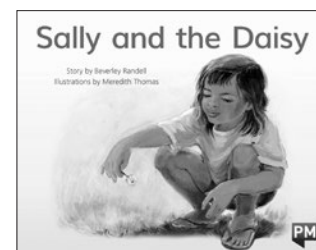
# Sally and the Daisy

PM Level 4

Red

**Text Type** Narrative

**Running Words** 60



## Preparing for Guided Reading

### Orientation to the Text

- Show students some real daisies – the large variety. Feel the petals, centres, stalks and leaves. Name each part of the daisy
- Students could put bunches of daisies in small vases, in the middle of their worktables to generate informal discussions.

### Prior Knowledge

- In this book we meet Sally for the first time. She is an independent little character who grows up with the book levels.
- Variety in the language structures challenges the skills of young readers.

### Key Language Structures

- This book introduces and reinforces the difficult letter blend sound “ai” in the word “daisy”.

## Building the Balanced Reader

### Concepts About Print

- Initial letter Ss – Sally, sun.
- Punctuation – name and meaning – question mark.
- Differentiate between letters and words.

### Vocabulary

#### Key High-frequency Words

can, for, see, Thank, you

#### Content Words

asleep, daisy, Look, Mum, sun, wake

### Decoding

- Locate the high-frequency words that are repetitively used in the text.
- Model using 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 model the difference between the role of a full stop and a comma.

## Focusing on the Book – Guided Reading

- Discuss the title of the book. Use the word *title*. Introduce Sally as a new character.
- Interpret the illustrations in relation to the time of day.
- Read to the end of the story.
- Have students re-read the story independently. Check one-to-one pointing.

## Comprehension

- Who picked the daisy? (*Literal*)
- Why did the petals on the daisy open wide? (*Inferential*)

## Follow-up Activities

- Paint large pictures of daisies showing petals, centres, stalks and leaves. Display and label.
- Talk about petals on some plants being closed at night and open in the morning. Draw daisies with faces. Attach folded paper petals – open or closed appropriately.
- Set up a simple experiment, with students, to observe, discuss and draw conclusions. Put two daisy plants in separate plastic pots. Cover one plant by placing a thick cardboard box over it.
- Compare the daisy flower with another flower – petal shape and size, stalk length.
- Students could make daisy chains from lawn daisies with the help of adults or older students.
- Use the daisy chains.
- Lay them out in a circular shape. Compare the sizes of the circles. Estimate which one is the biggest? Which one is the smallest? Check – how can we tell?
- Change the circular shapes of the daisy chains into triangles and squares. Which one is the biggest now?
- Make graphs using the daisy chains or pictures of the daisies used on each chain.
- Count the daisies. Count forwards, now count backwards.

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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 can use my voice to display the purpose of a full stop and comma.

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## Guided Reading Notes

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