

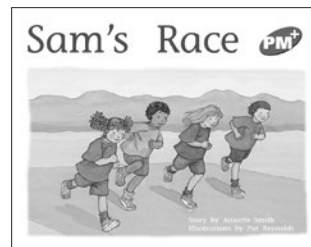
Sam's Race

PM Level 4

Red

Text Type Narrative

Running Words 64



Preparing for Guided Reading

Orientation to the Text

- Take students outside to a grassed area for a running race. Alternatively, have a discussion about running in a race. Talk about the starting line, the finishing line, getting ready, listening for the starter's signal, etc.

Prior Knowledge

- This is the third story in the **PM Plus** series about Sam. In this story, Sam is taking part in a running race. All is well until she trips over. One-to-one matching is an additional feature of this book.

Building the Balanced Reader

Concepts About Print

- Recognise the following initial letters within the context of the story: *r* – race, ran; *Gg* – Good, girl.
- Use *sh* (**PM Library Alphabet Blends**) to develop the sound: *sh* – shouted.
- Talk about first and last letters of a word.

Vocabulary

Key High-frequency Words

girl, ran, shouted

Content Words

Look, Mum, race, looked, come, no

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** Identify Sam and read her name in the title. Use the illustration and the initial letter *R* to decode the word *Race*. Read the title again on the title page and talk about the vignette of Sam.

- **Pages 2–5** Point out Sam and her mother – both recognisable by their hair colour and their actions. Talk about the one-to-one matching of a child to an adult.
- **Pages 6–9** Demonstrate how to read the text with intonation.
- **Pages 10–11** Encourage students to predict what might happen next.
- **Pages 12–16** Talk about Sam's positive attitude to her predicament and how she succeeded in the end.

Comprehension

- What did Sam do in the race? (*Literal*)
- Why did Sam's mum say, *Oh, no!*? (*Inferential*)
- How did Sam's mum help her finish the race? (*Inferential*)

Follow-up Activities

- Read the story *The Hare and the Tortoise* (PM level 19) to students. Talk about the tortoise's determination in this race.
- Have students draw a picture of themselves succeeding at some skill they have been trying very hard to master. Display these pictures as a wall story. Help students to write their own captions.

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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