

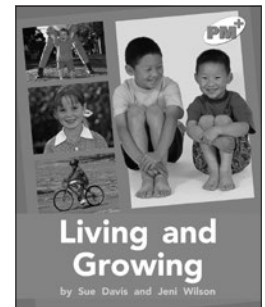
Living and Growing

PM Levels 16/17

Orange

Text Type Information Report / Recount

Running Words 352



Preparing for Guided Reading

Orientation to the text

- Talk about things that students can do better now that they are older, e.g. they can run faster because their legs are longer. Write their ideas on a chart.

Prior knowledge

- This text encourages students to value and respect themselves while taking increasing responsibility for their own health and well-being. Each chapter will require much discussion.

Building the Balanced Reader

Vocabulary

Key vocabulary

animal, animals, keep, many, people

Content Words

alive, begin, change, changing, computer, even, everything, games, grow, insects, months, other, parents, remember, shape, something, span, team, teeth, turtles

Decoding

- Apply knowledge of syllables to break words into readable units.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge, thinking aloud, attending to details in illustrations and attending to print details.

Focusing on the story – guided reading

- Read the title and talk about the children on the cover. Discuss the two boys on the title page photograph. Talk about how their measurements will continue to change as they grow older.
- Read the contents page. Encourage students to share what they already know about living and growing.
- Discuss the meaning of *alive*. Invite students to share their understandings of living things. Explain the statement, *There are many tiny things we can't even see that are alive*.
- Reinforce the concept of a life span by giving other examples, e.g. a cat can live for about 12 years. Read the *Did you know?* text and discuss. Write the sentence, *Living things keep changing as they grow older* on a chart and discuss its meaning.

Recall the meaning of *change*, i.e. not the same as it was. Talk about the change that occurs in the life cycle of a butterfly.

- Invite students to share their own thoughts and experiences about having a baby in the family. Notice the words and statements used in the text to order time – *When; Soon; When we are about ...; But, as we get a little bit older ...* Read the *Did you know?* text. Encourage students to respond to this statement.
- Help students to summarise the information on pp. 16–19 that relates to the heading. Invite students to add further information from their own experiences or expectations.
- Explain that when people are 'about' 20 years of age they stop growing taller. Study the illustrations. Notice how the illustrations are similar to a time line, showing change over time. Discuss the slow process of living and growing.
- Ask students to explain in their own words the meaning of the final statement.
- Discuss the term *life span* using the definition in the text.
- Encourage students to locate verbs in the text, e.g. *run, jump, skip, swim, grow*.

Comprehension

- What things are alive? (*Literal*)
- Why do we grow? (*Inferential*)
- How will you change as you grow? (*Inferential*)

Follow-up activities

- Invite students to write individual letters to a grandparent or family member. List ideas on the content. Suggest that the letters are taken home and posted.

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Date _____

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Learning Intentions

- We are learning that different text types have different structures and purposes.
- We are learning to combine our knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

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Success Criteria

- I can use my knowledge of the structure and purpose of different text types to make predictions about the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

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Guided Reading Notes

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