

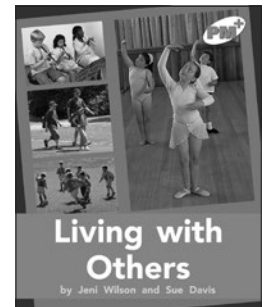
Living with Others

PM Levels 16/17

Orange

Text Type Information Report / Recount

Running Words 365



Preparing for Guided Reading

Orientation to the text

- Identify and talk about situations in the classroom and playground where students interact in groups, e.g. when using art equipment and playing team games. Discuss the skills of listening, sharing and co-operating.

Prior knowledge

- This book is about living, working and playing co-operatively with others. It will help students to understand what they know about themselves and their relationships with others around them.

Building the Balanced Reader

Vocabulary

Key vocabulary

belong, grandparents, people, together

Content Words

everyone, fair, friendship, groups, interest, most, often, rules, teams, young

Decoding

- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- 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 to students. Discuss the cover and title page photographs. Explain that a group is three or more people.
- Read the contents page. Encourage students to share what they know about the different groups. Inform them that Madison is about their own age and is a member of an interest group.
- Recall that pp. 4–5 are a summary of what the book is about. Discuss each photograph and read the labels to students. Revisit the contents page. Talk about how this page would help them find information about one of the groups. Remind students that non-fiction texts can be read in sections.

- Talk about the qualities that are valued in friendship – kindness, sharing, loyalty and enjoyment when doing things together.
- Discuss the meaning of sportsmanship. Talk about the meaning of the sentence, *Rules help everyone to play fair and have fun.*
- Explain that the diary is a personal recount of Madison's involvement in an interest group. Notice that the events are sequential. Read the *Did you know?* statement. Link the word *trio* with *tricycle* and *triplet*. Ensure that the positive outcomes of belonging to a group are identified, e.g. making new friends. List some of students' responses on a chart.
- Revisit pp. 4–5 to confirm that these pages summarise information in the text.
- Look at the word family: *parents, grandparents, great-grandparent.*

Comprehension

- What kind of groups can people be a part of? (*Literal*)
- What is the difference between a sports group and a friendship group? (*Inferential*)
- What can people do in groups that they can't do on their own? (*Inferential*)

Follow-up activities

- Encourage students to keep a diary. It might be about a holiday, a project, learning a new skill, a special interest, etc.
- Have students write about things they like to do by themselves, with their friends or with their families. Have them write their stories on the computer. Publish the writing in a class book.
- Have students paint large pictures of groups they belong to. Invite them to write their own captions and glue these onto the paintings.
- Show students how to record a simple family tree. Draw a tree shape. Place pictures of family members inside little boxes on the tree and explain the family relationships, e.g. 'This is my grandmother.' Ask students to draw their own family trees and if possible, explain their family relationships.

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