

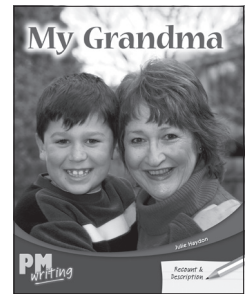
# My Grandma

PM Levels 16/17

Orange

**Text Type** Recount/Description

**Running Words** 289



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand that there are different text types with different purposes. They should also be familiar with the portrait painting process, where someone sits still while the artist paints them.

### Orientation to the Text

- Grandmas might be old, but they are interesting people with a lot of skills and wisdom to offer. This book features a recount about a boy who paints a portrait of his grandma, as well as a description that provides key information about what Grandma is like.

## Building the Balanced Reader

### Vocabulary

Key vocabulary

grandchildren, Grandma, painted, picture, wrinkles

Content Words

earrings, easel, library, perfect, vegetables

### Decoding

- Prompt students to suggest what they would expect a misread word to end in, and direct them to look at the final letters of the word to help them monitor accuracy.
- Look at the word *finished* on page 8 together. Ask, *What three-letter word can you see at the start of this word? What is the base word?*

### Fluency and Phrasing

- Preview potentially difficult words with students before they start to read, to enable them to maintain fluency when they come to them.

### Focusing on the Book – Guided Reading

- Look carefully at the cover image and read the title of the book together. Ask students to talk to the person next to them about their experiences with grandmas or older people in their lives.
- Look at page 1 together. Discuss what a recount is and what a description is, and invite students to share what they might expect to find in each.
- Read pages 2–3. Ask, *Who are the main characters in this recount? What has the author told you in the introduction?*

- Read to page 7 together. Guide students to find all the verbs ending in 'ed' on these pages and identify the base word of each. Discuss how 'ed' changes the verb to past tense, which is a feature of recounts.
- Continue to page 9. Ask, *How did the author end the recount?*
- Read page 10. Ask, *How do you know this text is a description and not a recount?*
- Continue to page 15. Guide students to find all the verbs ending in 's' on these pages and identify the base word of each. Discuss how 's' shows the verb is in the present tense, which is a feature of descriptions.
- Read page 16 together. Ask, *Do you think that was a good way to end the description? Why or why not?*
- Review the titles of the two texts and ask students to suggest whether or not they are appropriate for the text type.

### Comprehension

- Who put the painting of Grandma on the fridge? (*Literal*)
- Why do you think the boy painted a picture of his grandma? (*Inferential*)
- What sort of person do you think Grandma is? (*Inferential*)

### Follow-up Activities

- Discuss with students how portraits are painted, and show them other portraits, such as the Archibald Prize winners' work. Pair students up and have them paint or draw their own portraits of each other.
- Write a recount of a shared experience at school together. Discuss what needs to go into each section of the recount, and highlight the past-tense verbs and their endings. Ask students to choose a person or place from the recount to write a description about. Make an anchor chart showing the key sections before students start, and remind them that they need to use present-tense verbs. Share and display the texts when they are finished.
- Explain to students that popular names change over time. Ask them if they know their grandparents' first names and, if not, send a note home to find out the information. Make a visual representation of the names, grouping any that are the same, before comparing them with the names of students in the class to see if there are any in common.

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Date \_\_\_\_\_

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## Learning Intentions

- We are learning to identify the features of non-fiction texts.
- We are learning to recognise base words and their endings.

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## Success Criteria

- I can describe and compare the features of recounts and descriptions.
- I can find the base word of words ending in 's' or 'ed'.

• \_\_\_\_\_

## Guided Reading Notes

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