

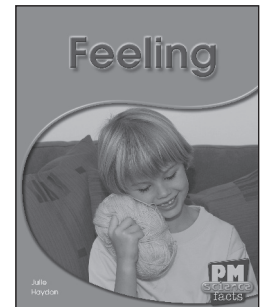
# Feeling

PM Level 11/12

Blue

**Text Type** Report/Explanation

**Running Words** 197



## Preparing for Guided Reading

### Prior Knowledge

- Talk about the fine layers of skin on the body.
- Demonstrate the sense of touch using a range of objects.

### Orientation to the Text

- This book explores the sense of touch, particularly as it applies to objects of different textures and temperatures.

### Key Language Structures

- Text that directly addresses the reader imparts a personal tone.
- Adjectives add meaning to the nouns in the text, e.g. *cold drink*, *warm clothes*.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*does, feel, move, now, put, that, things, time, under, was*

#### Content Words

*skin, plants, people, hard, soft, wool, wet, dry, towel, hot, cold, ice-cream, clothes*

### Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks, e.g. the different pause for a full stop compared to a comma.

### Focusing on the Book – Guided Reading

- Discuss how skin is like a covering for our bodies. Discuss how one of its special qualities is that it helps us feel things.
- Turn to pp. 4–5. Ask students to think of other items that feel hard or soft. Ask, *What are the hardest and softest items you can see in the classroom?*

- Ask students why it's important that we can feel hot and cold things. Ask them why this would help to keep us safe.
- Talk about the girl's cold drink on p. 8. Ask students what other types of foods or drinks they like to have on hot days.
- Ask students if they think the boy on p. 9 looks warm in his coat. Ask, *Why is it important that warm clothes cover most of our bodies?*
- Talk about the different feelings that the girl is experiencing in the photo on p. 11. Ask, *Do you think the girl would be able to play with the ball if she did not have the sense of touch?*
- Turn to pp. 12–13. Ask, *What do you think the boy feels when the dog moves? What do you think the girl feels as the bike moves forward?*
- Ask students why they think the mum on pp. 14–15 is worried about the boy coming near to the pot on the stove.
- Discuss these words with students: *do, does, do not (don't)*.

### Comprehension

- How do you think a cold drink helps you to feel cold? (*Inferential*)
- Why do warm clothes help us when we are feeling cold? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: choosing words to describe how different items feel; choosing the correct verb form (*do/does*) to complete sentences from the book; choosing prepositions to complete phrases from the book and drawing a picture to match.
- Ask students to draw a picture of themselves dressed up to go outside on a very cold day. Then have them draw themselves in the clothes they would wear outside on a very hot day.
- Have students write a list of everything they can think of that feels cold to touch. Have them list hot things that they are careful not to touch.

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## Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.

• \_\_\_\_\_

## Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and reread a word/sentence again to problem solve or confirm the text.

• \_\_\_\_\_

## Guided Reading Notes

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