

Our Parents

PM Level 11/12

Blue

Text Type Information Report

Running Words 145



Preparing for Guided Reading

Orientation to the Text

- The children and parents in this book interact as a family unit. By reading the book, feelings and attitudes towards family relationships can be explored.
- Re-read *Our Mum* and *My Dad* (PM level 8/9).
- Encourage students to talk about things that they do with their families and write responses on a chart.

Prior Knowledge

- Discuss ways parents care for their families.
- Identify ways in which family members can help each other.

Key Language Structures

- Paragraphs begin with a topic sentence and are followed by sentences containing supporting information, e.g. *Mum and Dad do the cooking, and we help them. This is some of the food we eat.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

always, before, sometimes, stop, take, talk, them, then

Content Words

cooking, cross, football, lights, talk, television, week

Decoding

- Observe students' understandings of concepts about print. Ensure that they are transferring this knowledge during shared, guided and independent reading.
- Encourage quick recognition of high-frequency words.
- Provide support when students apply their knowledge of letter-sound relationships to decode or check unknown words. Ensure that students are cross-checking their decoding attempts against meaning and structure.

Fluency and Phrasing

- Reinforce the importance of pausing at line breaks. Ensure that students understand how this improves reading fluency.

- Encourage students to recognise errors independently. Provide positive feedback when students have taken responsibility for re-reading or searching further. If an error is not recognised, say, *Try that again*. Remind students to check meaning by confirming that visual and meaning clues match.

Focusing on the Book – Guided Reading

- Read the title. Identify the characters: Mum, Dad and their two children. Discuss what the family is doing together.
- Talk about how parents 'look after' their families. Point out that the action of the book takes place on Saturday, a day when the children's parents are not working. Have students predict what they might play at the park.
- Ask how the parents are helping their children to develop road safety skills. Discuss the colour signals of the traffic lights. Talk about why it is important to wait, and cross at the lights.
- Point out that everyone is helping prepare the meal. Name the wholesome foods on p. 11. Talk about why eating fresh fruit and vegetables each day will help to keep you healthy.

Comprehension

- Where do the children and their parents sometimes go on Saturdays? (*Literal*)
- Why do the children always have to wash before they eat? (*Inferential*)
- What do families talk about to each other? (*Inferential*)

Follow-up Activities

- Talk about ways in which parents care for their families. Write some of the students' ideas onto a chart or whiteboard. Have them write and draw about their own parents. These stories can be pasted onto pages to make a book.
- Discuss what being 'responsible' means. Encourage students to talk about how their parents help them to become responsible family members, e.g. *I set the table when we have breakfast. I pick up my toys and put them away.*
- Talk about activities that students do with their parents on the weekends. Write these statements on individual sheets of paper and ask students to illustrate them. Display their work on the sides of a large, painted cardboard box, or as a floor story.

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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.

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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.

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Guided Reading Notes

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