

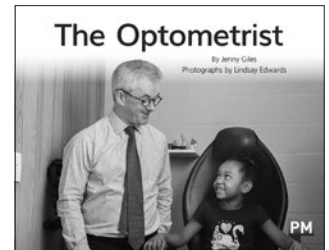
The Optometrist

PM Level 11/12

Blue

Text Type Description

Running Words 190



Preparing for Guided Reading

Orientation to the Text

- Students can be helped to care more effectively for their eyes. An optometrist tests people's eyes to see if they need glasses. Students are more likely to develop positive attitudes towards visiting an optometrist when they are familiar with the procedures.
- Ask the students to talk about people they know who wear glasses.
- Write students' responses on a chart.

Prior Knowledge

- Discuss visiting the optometrist as an essential procedure that is closely related to students' physical wellbeing.
- Encourage students to recognise that their eyes are important and that they should know how to care for them.

Key Language Structures

- Present tense verbs are used to describe the subject of the description, e.g. *looks, talks, sit, get, see*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

next, now, other, puts, says, talks, them, Then, well

Content Words

frames, glasses, letters, light, screen

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 and talk about the cover photograph. Identify the characters: the girl who needs glasses and the optometrist. Encourage students to practise saying *optometrist*. Talk about the importance of choosing frames that fit well.
- Discuss what the optometrist and the girl may be saying to each other. Talk about why the girl must sit 'up' on the chair. Ask students to predict how the equipment in the photograph will be used by the optometrist.
- Discuss the letter card. Talk about why the size of the letters changes. Point out how the numbers down the centre measure the size of the letters. Talk about how difficult it is to identify objects when they are blurred.
- Talk about why the girl can now see even the little letters. Discuss why it is important that each eye is tested separately.

Comprehension

- What did the optometrist ask the girl to do first? (*Literal*)
- Why couldn't the girl read the little letters on the screen? (*Inferential*)

Follow-up Activities

- Discuss how glasses can keep people's eyes safe as well as helping them to see. Find out about different glasses and their special purposes. Collect different glasses for students to see, e.g. reading glasses, sunglasses, goggles, magnifying glasses, safety glasses, binoculars, driving glasses.
- Help students to find out how they can care more effectively for their eyes. Discuss the best ways to take care of them, e.g. *It is best to wear goggles when you swim as the chlorine in the water can make your eyes sore*. Ensure students know not to look up at the sun, even if they are wearing sunglasses. Make a poster or a class book.

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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