

The Teacher

PM Level 11/12

Blue

Text Type Description

Running Words 155



Preparing for Guided Reading

Orientation to the Text

- Teachers provide safe, supportive environments, based upon mutual trust and respect, where children are encouraged to take increasing responsibility for their own learning and physical well-being.
- Re-read *Look at me* (PM level 2). Talk about the role of the teacher.
- List the children's responses on a chart.

Prior Knowledge

- Explain how students' needs are met by the group they belong to, i.e. their class.
- Discuss how teachers help children to learn.
- Recognise how teachers are responsible for students' safety when they are at school.

Key Language Structures

- Present tense verbs are used to describe the subject of the description, e.g. *help, talks, makes, smiles, reads, writes*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

if, morning, read, smiles, someone, stops, time

Content Words

classroom, hurt, maths, news

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. Look at the cover and title page photographs and discuss what the teacher and children are doing. Ask students to point out similarities with their own classroom.
- Have students discuss what they usually do each morning after arriving at school.
- Encourage students to predict how the children in the book might help the teacher. Reinforce that the teacher is responsible for establishing friendly, supportive relationships. Talk about the different ways in which a teacher communicates with children.
- Talk about how the school day is organised. Have students say why the teacher is their caregiver when they are at school. Discuss the role played by teachers at playtime.

Comprehension

- What does the teacher write on the board? (*Literal*)
- What can children talk about for news? (*Inferential*)
- Why does the teacher look after the children in the playground? (*Inferential*)

Follow-up Activities

- Discuss what teachers do to help students learn. Make a list of students' ideas. Ask each student to write about one idea.
- Discuss students' special abilities and skills. Design a certificate to celebrate successes. Talk about the certificate's layout and the messages that students would write.
- Talk about class goals which will help students to take more responsibility for their own learning, e.g. *We start each sentence with a capital letter. We listen carefully when the teacher is talking*. Write each goal on a separate chart and pin them to a wall. Ask students to write their names on the appropriate goal chart when they have achieved that goal.

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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