

Fun with Mum

PM Levels 1/2

Magenta

Text Type Recount

Running Words 56



Preparing for Guided Reading

Orientation to the Text

- A girl recounts all the fun places that she went to with her mum.

Prior Knowledge

- Students should be aware of different places that they enjoy visiting with their mum or other family members.

Key Language Structures

- Each sentence features the past-tense verb *went*.
- Prepositional phrases starting with *to* are used to describe where the girl and her mum went.

Building the Balanced Reader

Concepts About Print

- Trace the direction of reading and the return sweep with your finger, and then have students do the same before and during reading.

Vocabulary

Key High-frequency Words

and, I, Mum, the, to, went

Content Words

beach, library, market, movies, park, pool, shop, zoo

Decoding

- Discuss the 'ar' phoneme and ask students to look for it as they read the text.
- Together, look at the word *went*. Ask, *What words do you know that rhyme with went?*

Fluency and Phrasing

- Encourage students to read at the same pace and with the same expression as they would if they were saying the words to another person.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustration. Read the title of the book to students and discuss when they have had fun with Mum or another family member. Talk about where they were and what they were doing.

- Look at pages 2–3 together. Discuss what students can see in the photo. Ask them to close their eyes and picture what the girl and her mum did together at the park.
- Continue to pages 4–5. Cover the word *beach* and ask students to predict what they think the text will say. Ask, *What will be the first letter in the word if you are right?*
- Look at pages 8–9 together. Ask students to think about what they would see if the photo showed the rest of the cinema.
- Read page 12 together. Ask, *What sound does the double 'o' in zoo make?* Compare this with the sound that the double 'o' in *pool* makes on page 10.
- Continue to page 14. Point out the word *library*. Sound out the phonemes in the word together, holding up a finger for each one.
- Read to the end of the text together. Ask students to visualise what else the girl and her mum might have seen at the market.

Comprehension

- Where did the girl and her mum go last? (*Literal*)
- What do you think they did at the beach? (*Inferential*)
- Where do you think the girl and her mum will go together next? (*Inferential*)

Follow-up Activities

- Ask students to describe the mum in the book. Have students draw a picture of their own mum, or another family member, and record them giving an oral description of what they are like.
- Together, find the 'ar' words, *park* and *market*, in the text. In pairs, ask students to think of other words that have the 'ar' sound in them. Invite students to share their ideas and make a list of the words.
- Write a shared text using the same sentence structure about places students can go to at school, for example, 'We went to the playground'. Have students illustrate the pages to make a class book.

Learning Intentions

- We are learning to use contextual cues to work out words.
- We are learning to visualise as we read.

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Success Criteria

- I can use the initial letter and the picture to help me read new words.
- I can build a picture in my head of what is happening in the text.

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Guided Reading Notes

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