

I am clever

PM Levels 1/2

Magenta

Text Type Description

Running Words 24



Preparing for Guided Reading

Orientation to the Text

- A girl describes all the things she can do that show she is clever.

Prior Knowledge

- Students should understand what the word *clever* means and how different people show that they are clever.

Key Language Structures

- Sentences follow a predictable structure beginning with *I can*.
- A range of common present-tense verbs is introduced.

Building the Balanced Reader

Concepts About Print

- Practise finding the front cover and title of the book and guide students to scan through the text before you start reading.

Vocabulary

Key High-frequency Words

am, can, I

Content Words

clever, count, cut, dance, draw, paint, read, sing, write

Decoding

- Guide students to identify both sounds in two-letter blends in words such as *clever* and *draw*. Practise blending the sounds together.
- Look at the word *write* on page 16 together. Ask, *Which two letters work together to make the 'r' sound in this word?*

Fluency and Phrasing

- Model reading a couple of pages with poor expression, then re-read it with better expression. Ask students which version sounded better and why.

Focusing on the Book – Guided Reading

- Look carefully at the cover photograph. Read the title of the book to students and invite them to suggest who the book will be about and what they think makes the girl clever.

- Read page 2 together. Discuss what the last word in the sentence is and how students know they have read it correctly.
- Continue to page 6. Instruct students to point to the full stop. Ask, *What is this? What do you need to do when you get to a full stop?*
- Continue to pages 8–9. Cover the word *sing* and ask students what they think the missing word is. Ask, *What will the first letter of the word be if you are right?*
- Look at pages 12–13. Instruct students to point to the word *count*. Guide them to run their finger under each phoneme as they read the word. Ask, *Which two letters make the 'ow' sound in this word?*
- Read page 14 together. Ask, *How do you know when the sentence ends? What did you do when you got to the full stop?*
- Read to the end of the text together. Ask students to retell what they read about in the text.

Comprehension

- What are two things that the girl can do? (*Literal*)
- Why do you think the girl says she is clever? (*Inferential*)
- Do you think the girl is clever? Why or why not? (*Inferential*)

Follow-up Activities

- Invite students to talk to a partner about what makes them clever. Share and record their ideas. Ask students to draw and/or write about one thing that shows they are clever.
- Give pairs or small groups of students one page of the text to act out. Have the rest of the group guess which page their dramatisation refers to. Ask students if they can also do each of the activities portrayed.
- Read students some simple texts about other people who are clever. As you read, encourage students to think about and articulate what makes each person clever. Together, construct a definition of what it means to be clever.

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Date _____

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Learning Intentions

- We are learning to use contextual cues to work out words.
- We are learning to recognise and use punctuation.

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Success Criteria

- I can use the initial letter and the picture to help me read new words.
- I can stop at full stops when I read.

• _____

Guided Reading Notes

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