

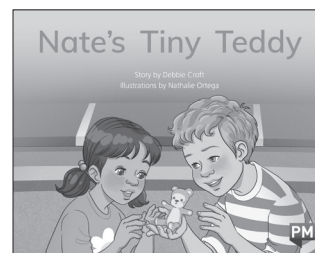
# Nate's Tiny Teddy

PM Level 8

Yellow

**Text Type** Narrative

**Running Words** 164



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand what it is like to lose a toy or something that is important to them, and how it makes them feel.
- Students should be familiar with train travel.

### Orientation to the Text

- When a little girl on Nate's train can't find her teddy, Nate lends his teddy to her for the journey.

### Key Language Structures

- Possessive pronouns are introduced – *her, his, your, my*.
- Sentences incorporate greater detail with prepositional phrases and adjectives.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*again, all, her, of, off, out*

#### Content Words

*girl, teddy, tiny, train, truck*

### Decoding

- Ask students to look out for initial blends as they read, such as the 'cr' in *cried* and the 'tr' in *truck*.
- Look at the word *tiny* on page 10. Ask, *Can you find a smaller word at the start of this word?* Discuss the different sound the 'i' makes in *tiny* and in 'tin'.

### Fluency and Phrasing

- Discuss the use of speech marks with students and practise reading the dialogue as it would be said in real life.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students to predict what might happen with Nate's tiny teddy in the story.
- Read page 2 together. Point out the word *train*. Ask, *What smaller word can you make if you take the 't' away from the front of this word?*
- Read to page 7. Discuss the punctuation on page 6 and how it can be used to help with phrasing and expression.

- Continue to page 9. Say, *Think about the cover and title of the book. What do you think might happen next?*
- Read page 10. Ask, *What is the base word of playing? What has been added to the base word to make playing?*
- Continue to page 14. Ask students to find the two words that have similar meanings on the page.
- Read to the end of the story. Discuss students' predictions from before they read the text and how they changed as they progressed through the story.

### Comprehension

- What toy did Nate offer the little girl first? (*Literal*)
- Which of his two toys do you think Nate preferred to play with? Why? (*Inferential*)
- Do you think Nate is older than the girl? Why? (*Inferential*)

### Follow-up Activities

- Discuss the concept of kindness with students and how it was shown in the text. Invite students to share a time when someone has shown kindness towards them and how it made them feel.
- Brainstorm ways that students can show kindness towards their classmates or other people in the school. Make a calendar together and, over the course of a month, record each time someone does a kind act.
- Write the base word *play* on the board and ask students to find the two words in the text that have *play* at the start of them. Talk about the difference in meaning between the three words, and when you would use each. Ask students to find other words in the text that 'ed' or 'ing' could be added to.
- Talk about the importance of being organised and brainstorm ways students can make sure they don't lose possessions. As a group, write a list of things to check when they arrive at and leave school each day. Give a different student responsibility for reading this out each day.

Learning Intentions

- We are learning to read unfamiliar words.
- We are learning to predict as we read.
- \_\_\_\_\_

Success Criteria

- I can use words I know to help me read new words.
- I can use the text, pictures and my own experiences to predict what will happen next.
- \_\_\_\_\_

Guided Reading Notes

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