

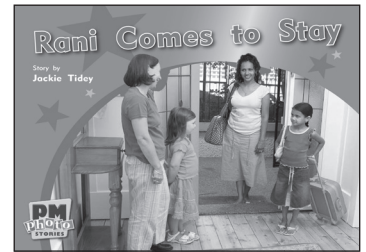
# Rani Comes to Stay

PM Level 8

Yellow

**Text Type** Narrative

**Running Words** 156



## Preparing for Guided Reading

### Prior Knowledge

- Explain that sometimes parents need to go away and can't bring children with them, e.g. to visit a sick relative.
- Have students share experiences of staying with friends or relatives when their parents have had to go away.

### Orientation to the Text

- This is a story about recurring character, Meg, and her mum. In this story, Rani spends the night with Meg and Mum when her mother is called away. Rani wants to go home, but Meg and Mum do all they can to comfort her.

### Key Language Structures

- Use of dialogue to add pathos and interest.
- Longer, more complex sentences: "Your mother is coming back to get you after breakfast."

## Building the Balanced Reader

### Vocabulary

**Key High-frequency Words**

crying, goodbye, hello, her, please, read, yes

**Content Words**

Rani, Meg, mum, mother, Grandma, bed, books, home, breakfast, rabbit

### Decoding

- Encourage quick recognition of high-frequency words in the book.
- Teach students to apply their phonemic awareness to decode or predict words.

### Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

## Focusing on the Book – Guided Reading

- **Cover** Ask, Which person on the cover do you think is Rani? How do you think Rani feels about coming to stay?
- **pp. 2–3** Ask, How do you think Rani feels about saying goodbye to her mother?
- **pp. 4–5** Ask, Do you think Meg is happy to have a visitor? Why/Why not?
- **pp. 6–7** Meg is showing Rani the bed where she will be sleeping. Ask, Do you think the bed is a good size for Rani?
- **pp. 8–9** Rani and Meg have been reading books, but Rani is not happy. Ask, Why do you think Rani is feeling so sad?
- **pp. 10–11** Mum comes into the bedroom to help to comfort Rani. Ask, Why do you think Rani asks if she can go home? Do you think Rani has spent a night away from home before?
- **pp. 12–13** Ask, What does Mum say to make Rani feel better? What does Meg do to help her feel better?
- **pp. 14–15** Rani is now snuggling with Meg's rabbit. Ask, Do you think Rani is starting to feel better? How long do you think Mum will stay in the bedroom?
- **p. 16** The girls are now fast asleep. Ask, Do you think Mum and Meg did a good job of helping Rani feel better?

## Comprehension

- How do you think Rani was feeling when she said goodbye to her mother? Why? (*Inferential*)
- Why do you think Meg gave Rani the rabbit? (*Inferential*)

## Follow-up Activities

- Direct students to complete the BLM activities: writing correct words to complete sentences; choosing Yes or No to confirm if sentences match the story; writing correct words to complete sentences from the story.
- Ask students to consider if there was anything else Meg could have done to make Rani feel better. Make a list of their ideas, and have each student draw their favourite idea.

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## Learning Intentions

- We are learning that a narrative text has an orientation, complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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## Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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## Guided Reading Notes

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