

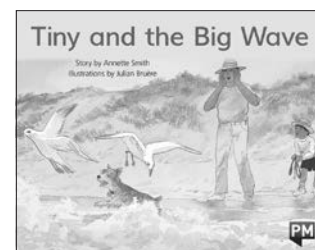
Tiny and the Big Wave

PM Level 8

Yellow

Text Type Narrative

Running Words 155



Preparing for Guided Reading

Prior Knowledge

- Ask students about their experiences at the beach.
- Talk about the rules that are necessary to keep us safe and happy at the beach. List all ideas.
- Look at a variety of beach or sea photographs and illustrations. Discuss the good aspects and the possible dangers.

Orientation to the Text

- Most children will identify with Matt's family and their intense anxiety as Tiny is swept away. The story has a subtle message for children about water safety.
- Discussing the illustrations alone provides many opportunities for reasoning and prediction, and will enhance children's understanding as they read the text.

Key Language Structures

- Identify speech marks around the words spoken by the characters, e.g. "Tiny!" shouted Dad. "Come back here!"

Building the Balanced Reader

Vocabulary

Key High-frequency Words

all, get, her, way, with

Content Words

beach, lead, safe, seagulls, wave

Decoding

- Encourage quick recognition of high-frequency words in the book.
- Teach students to apply their phonemic awareness to decode or predict words, e.g. *l-ea-d*, *b-ea-ch*.

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

- Use the cover illustration to predict the content of the story. Ask students,
Where is Tiny?
What is she doing?
What do you think is going to happen?
- Look at the illustrations on pp. 4 and 6 then read pp. 5 and 7 together. Discuss the fact that Tiny has run off and is **not** wearing her lead (leash). Ask students, *What do you think will happen?*
- Look at the illustration on p. 10. Read p. 11 together. Talk about why Mum wouldn't let Matt rush into the sea with Dad. Ensure that the children are aware of the 'Keeping Ourselves Safe' theme.
- Encourage students to scan unknown words and to integrate these visual cues with the meaning and language structures.
- Revise the use of personal pronouns *I, he, she*. help students identify the noun to which they refer.
- Discuss past tense verbs: regular – *shouted, looked, walked*; irregular – *went, came, ran*.
- Revise exclamation marks and quotation marks and ask students to explain their purpose.

Comprehension

- What was Tiny chasing (*Literal*)
- Why did Mum tell Matt to stay with her? (*Inferential*)
- Why did Matt put the lead on Tiny when they went home? (*Inferential*)

Follow-up Activities

- Talk about the rules we have for keeping safe around water. List all ideas on a large sheet of paper. Have students draw small pictures to explain each rule. Display these pictures around the chart.
- Have a sand tray available. Allow students plenty of opportunity to play with the sand. Encourage students to feel the sand and to describe the difference between wet sand and dry sand.
- Talk about how waves move. List words which describe the movement of waves. Have students join hands in small groups and make 'wave' movements.
- Create 'wax resist' wave pictures by drawing patterns on white paper with a white crayon. Paint over with blue or green dye to reveal a 'sea' effect.

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- 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