

Come here, Puss!

PM Level 2/3

Magenta

Text Type Narrative

Running Words 54



Preparing for Guided Reading

Prior Knowledge

- Discuss with students about the things that pet cats like to do.

Orientation to the Text

- Tilly is looking for Puss. She asks everyone in the family if they have seen Puss, but she finally finds the cat sitting in the sun.

Key Language Structures

- Sentence structures include questions: *Is Puss in the basket?*
- Some pages feature three lines of text requiring monitoring of left to right and top to bottom reading.

Building the Balanced Reader

Concepts About Print

- Ensure that students are familiar with the skills involved in handling and reading a book – awareness of the front and back of the book, the starting point for reading, page turning and directionality, word-by-word matching.

Vocabulary

Key High-frequency Words

come, for, here, in, is, look, looked, Mum, no, on, said, the

Content Words

basket, chair, Dad, Nana, Pop, Puss, sun

Decoding

- Look at the word *said*. Ask students to identify the tricky part of it.
- Encourage students to look for parts of words that they do know when they reach a word they are not sure of.

Fluency and Phrasing

- Model reading the questions in the text with a lift in your voice at the end and ask students to practise it.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Talk about who students can see and ask them to predict what might happen in the text.
- Look at pp. 2–3 together. Ask, *Who is Tilly? Who is she looking for?*

- Look at the word *basket* on p. 4 together. Support students to use the first sound and the picture to predict what the word will be. Break the word into chunks to check they are right.
- Look at the word *chair* on p. 6 together. Ask, *What is the first sound in this word? What can you see in the picture that starts with this sound?*
- Point to the question mark on p.6. Ask, *What is this? Why is it there?*
- Continue to p. 13. Ask students to retell what has happened in the text. Ask, *What might happen next?*
- Reread the text together, asking students to take note of any question marks and exclamation marks that they find.

Comprehension

- Who helped Pop look for Puss? (*Literal*)
- Why do you think Tilly wanted to find Puss? (*Inferential*)
- Where would you hide if you were Puss? Why? (*Inferential*)

Follow-up Activities

- Revise what a question is. Ask students to generate questions they could ask about the text and reinforce the use of a question mark as you record each one. Invite students to answer each question.
- Hide an item such as a soft toy cat in the classroom and have students ask you questions to find where it is. Talk about what makes a good question in this situation. Give students a turn of hiding the item and answering questions that other students have to try to find it.
- Talk about words to describe Puss. Choose one and write it in a box in the centre of a piece of paper. Model drawing a picture in the top left quarter of the paper to represent the adjective. Ask students to help you write a sentence using the word and record it in the top right quarter. In the bottom left corner, record some opposites of the word and in the bottom right corner, write the meaning of the adjective in your own words. Practise with other adjectives or if students are ready, support them to try to do the same activity independently.

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Learning Intentions

- We are learning to recognise and use punctuation.
- We are learning to read new words.

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Success Criteria

- I can recognise question marks and exclamation marks and say why they are there.
- I can use the first letter and the picture to help work out the word.

• _____

Guided Reading Notes

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