

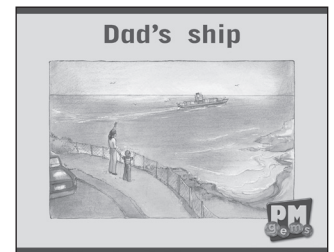
Dad's ship

PM Level 2/3

Magenta

Text Type Narrative

Running Words 42



Preparing for Guided Reading

Prior Knowledge

- Talk with students about the fact that some jobs require people to go away for extended periods of time, and that journeys by ship can take people away for weeks or months.

Orientation to the Text

- In this story, Ben and his Mum farewell Dad as he sets off on a work-related ship voyage.

Key Language Structures

- This text features simple sentences such as: 'Here is + noun'.
- Simple dialogue is a key feature of the text.

Building the Balanced Reader

Concepts About Print

- Talk about the use of upper-case letters as the initial letter for names and the first word in a sentence.

Vocabulary

Key High-frequency Words

Dad, going, Here/here, is, Mum, not, on, the

Content Words

Ben, bag, ship, Goodbye

Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Recognise words with the support of meaning and language and structure.

Fluency and Phrasing

- Point and read at a consistent steady rate.
- Slow down to problem solve words and resume reading at a consistent steady rate.

Focusing on the Book – Guided Reading

- **Cover** Identify Ben and Mum. After reading the book title, ask, *Who do you think Ben and Mum are waving to?*
- **pp. 2–3** Ask, *Where do you think the family are?* Point out Dad's uniform. Ask, *Do you think Dad is going to work? Why/Why not?*

- **pp. 4–5** Discuss the fact that Dad has only taken one bag out of the car. Ask, *Do you think Dad is going away? Are Mum and Ben going with him?*
- **pp. 6–7** Talk about Dad's ship. Explain to students that the large boxes on the ship are full of things that need to be taken to distant places. Ask, *Do you think Dad will be going far away on the ship?*
- **pp. 8–9** Ask, *How do you think Mum and Ben feel about Dad going away? What makes you think this?*
- **pp. 10–11** Talk about the ramp that Dad is stepping onto. Explain that the ramp will be taken away when all the people are on the ship.
- **pp. 12–13** Ask, *How do you think Dad feels as he walks up the ramp?*
- **pp. 14–15** Mum and Ben look sad as they walk back to the car. Ask, *Do you think Mum and Ben would like to be going on the ship too?*
- **p. 16** Mum and Ben are waving Dad's ship goodbye. Ask, *Do you think Dad will be home soon? How do you think Mum and Ben feel as they wave to him?*

Comprehension

- Who was going on the ship? (*Literal*)
- Why do you think Ben said, 'Goodbye, Dad.'? (*Inferential*)

Follow-up Activities

- Ask students to imagine they are Ben. Have them write a short letter to Dad, asking all about life on the ship.
- Have students draw Dad's ship. Instruct them to include Dad on the deck, and any other people they think would need to be on the ship.

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Learning Intentions

- We are learning that punctuation is used in sentences and we need to reflect it in our voice.
- We are learning that 'good' readers remember what they have read.
- _____

Success Criteria

- I stop and take a breath when I notice a full stop at the end of a sentence.
- I can retell the events of a story after I have read it.
- _____

Guided Reading Notes

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