

Lily and the leaf boats

PM Level 2/3

Magenta

Text Type Narrative

Running Words 55



Preparing for Guided Reading

Prior Knowledge

- Demonstrate how to make and float a leaf boat.
- Introduce the characters, Lily and her father. Discuss where they go in the story.

Orientation to the Text

- Students will need to be familiar with the idea of making little boats from leaves.
- In this story, Lily and Dad race their own leaf boats.

Key Language Structures

- The story is written in the form of dialogue between Lily and her father.
- Short, observational sentences and exclamations.

Building the Balanced Reader

Concepts About Print

- Discuss 'L' as a capital letter and as a lower-case letter: *Lily, Look, leaf, yellow*.
- Say the words slowly and feel the sound as they are articulated.
- Link picture and initial letter.
- Exclamation marks used to add excitement and emphasis.

Vocabulary

Key High-frequency Words

a, at, comes, Go/go, Here, is, Look, my, said

Content Words

yellow, leaf, Dad, boat, red, Lily

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

- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and differentiate between the purpose of a full stop and a comma.
- Change voice to apply the purpose of quotation marks.

Focusing on the Book – Guided Reading

- **Cover** Identify Lily. Ask, *Where are Lily and her father?*
- **pp. 2–3** Talk about Dad's choice of leaf, and whether a yellow leaf might make a better boat than a dry brown leaf. Ask, *What time of year do you think it might be? Why?*
- **pp. 4–5** Explain that he has pushed the stem of the leaf through its middle to make a boat. Ask, *Do you think this boat will float well?*
- **pp. 6–7** Talk about Lily's choice of leaf. Ask, *Do you think Lily's leaf will make as good a boat as Dad's?*
- **pp. 8–9** Direct students to look closely at Lily's leaf boat. Ask, *Do you think the colour of the leaf boat will make any difference to the way it floats?*
- **pp. 10–11** Talk about the words Lily and Dad are using in the hope that their boats will sail well.
- **pp. 12–13** Ask, *Do you think the leaf boats are sailing well? Whose boat is winning the race?*
- **pp. 14–15** Ask, *Whose leaf boat is winning the race now? How do you think Lily feels about this?*
- **p. 16** Discuss with students how proud Lily seems to be of her leaf boat. Ask, *Whose leaf boat has won the race?*

Comprehension

- What colour was Lily's leaf boat? (*Literal*)
- Why did Lily's leaf boat come first? (*Inferential*)

Follow-up Activities

- Direct students to complete the activities on the BLM: drawing and colouring leaves; reading the word in the left column and circling it in the right column; practising writing words from the story; choosing the correct word to complete each sentence.
- Encourage students to write a story about using a toy or small vehicle in a race like the one in the text.
- Take students into the playground to search for leaves to make leaf boats. When students have made their boats, test the boats' ability to stay afloat in a container of water.

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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