

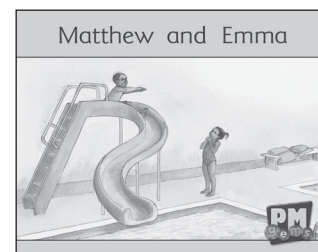
Matthew and Emma

PM Level 2/3

Magenta

Text Type Narrative

Running Words 42



Preparing for Guided Reading

Prior Knowledge

- Talk with students about their experiences with slides, either in playgrounds or at swimming pools. Discuss how it can take courage to go on a slide for the first time.

Orientation to the Text

- This is one of several stories about Matthew and Emma. In this story, the siblings play on a slide at a pool, but Emma is reluctant to go down. With some encouragement from Matthew and Dad, Emma happily slides down.

Key Language Structures

- The story is told through dialogue between Emma, Matthew and Dad.
- Use of exclamation marks for emphasis in dialogue.

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.
- Discuss the use of bold text for emphasis.

Vocabulary

Key High-frequency Words

am, at, come, Dad, down, going, Here, I, Look, me, on, said, the

Content Words

Matthew, Emma, slide

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 Matthew and Emma. Ask, *Do you think Matthew feels good about going down the slide? Do you think Emma wants to go on the slide too?*
- **pp. 2–3** Ask, *How do you think Matthew feels about the slide? Do you think Dad could go down the slide too?*
- **pp. 4–5** Discuss the way Matthew is holding his arms out in front of him. Ask, *Do you think Matthew has been on a slide before?*
- **pp. 6–7** Ask, *Do you think Matthew is enjoying the slide? What do you think will happen when he lands in the water?*
- **pp. 8–9** Discuss how Emma is happily climbing the ladder. Ask, *Do you think Emma will enjoy the slide as much as Matthew did?*
- **pp. 10–11** Emma has stopped at the top of the slide. Ask, *Why do you think Emma is now worried about going down the slide? Do you think she will listen to Dad?*
- **pp. 12–13** Ask, *How do you think Emma feels, now that she is going down the slide?*
- **pp. 14–15** Discuss Emma's big smile as she slides. Ask, *How do you think Dad and Matthew feel as they watch Emma?*
- **p. 16** Talk about the big splash Emma is making. Ask, *Do you think Emma will go on the slide again?*

Comprehension

- Who went down the slide first? (*Literal*)
- Why do you think Emma didn't want to go down the slide at first? (*Inferential*)

Follow-up Activities

- Talk about safety at swimming pools. Make a list of the things that the characters are doing correctly in the story, e.g. adult supervision, taking turns.
- Ask students to think of a time when they were initially afraid to do something like going down a slide or going on a fairground ride. Ask, *How did you feel when you found the courage to do it?* Have students draw themselves overcoming their fears about this activity.

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