

# Meg goes to bed

PM Level 2/3

Magenta

**Text Type** Narrative

**Running Words** 48



## Preparing for Guided Reading

### Prior Knowledge

- Talk with students about bedtime rituals. Share memories of favourite toys used to help sleep.

### Orientation to the Text

- This is one of three stories about Meg. In this story, Meg prepares to go to bed, but cannot find her rabbit toy to take with her. She commences a search for the rabbit.

### Key Language Structures

- The story begins with a pair of short statements about the toys Meg has placed in her bed. After we learn that Meg cannot find her rabbit, the text models use of *not* (*My rabbit is not in here.*)

## Building the Balanced Reader

### Concepts About Print

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

### Vocabulary

#### Key High-frequency Words

*am, for, Here/here, I, in, is, looking, My/my, not, too*

#### Content Words

*Meg, doll, bed, teddy, rabbit*

### 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 Meg. Ask, *Why do you think Meg might be holding her bear and doll at bedtime?*
- **pp. 2–3** Ask, *What is Meg wearing? What does it tell us about what she is preparing to do? Why do you think the doll is in Meg's bed?*

- **pp. 4–5** Discuss how Meg is placing the teddy very carefully in her bed. Ask, *Do you think Meg does this every night?*
- **pp. 6–7** Ask, *How do you think Meg feels as she realises the rabbit is not in her bed? What do you think she will do about it?*
- **pp. 8–9** Discuss how Meg is determined to find her rabbit. Ask, *Do you think it will take Meg long to find her rabbit? What other toys can you see in Meg's basket?*
- **pp. 10–11** Ask, *How do you think Meg feels as she starts looking for the rabbit?*
- **pp. 12–13** Ask, *Where is Meg now looking for her rabbit? What other toys can you see in her cupboard?* Ask students to predict what might happen next.
- **pp. 14–15** Discuss Meg's reaction. Ask, *How does Meg feel now? Why do you think she looks so surprised to have found the rabbit on her bed?*
- **p. 16** Ask, *How do you think Meg feels to be in bed with her three special toys? Do you think she will have a good sleep?*

### Comprehension

- What toy do you think Meg is looking for? (*Literal*)
- Why do you think Meg was happy when she found her rabbit? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: writing the letter *g* to complete words; practising writing each of the three high-frequency words; drawing a line to connect the text with the matching photograph; indicating whether the text matches the photographs.
- Ask students to bring in their favourite bedtime toy, or draw a picture of it. Have them share the toy's name with the class, and share a little about their history with the toy.

# Meg goes to bed

Date \_\_\_\_\_

PM Level 2/3

Magenta

## 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