

Meg's messy room

PM Level 2/3

Magenta

Text Type Narrative

Running Words 52



Preparing for Guided Reading

Prior Knowledge

- Ask students about the tidiness of their bedrooms. Ask, *Do you have special places in your bedroom to keep your things?*

Orientation to the Text

- Use *Meg goes to bed* (PM Level 2/3), to reintroduce Meg. In this story, Meg tidies her messy bedroom.

Key Language Structures

- Each spread features speech, in quotation marks. Meg uses simple statements to tell the reader where her possessions are meant to be kept.

Building the Balanced Reader

Concepts About Print

- Link the visual pattern and the sound of the initial consonants in: *Meg, Mum, my, My, messy; bags, books, blocks.*

Vocabulary

Key High-frequency Words

at, go, here, in, is, Look, Mum, my/My, not, on, said, up

Content Words

room, Meg, messy, bags, shoes, socks, books, blocks, toys

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.
- Change voice to apply the purpose of quotation marks.

Focusing on the Book – Guided Reading

- **Cover** Identify Meg. Use the photograph and the initial letter *m* to decode the word *messy*. Ask, *Does your bedroom ever look messy like this?*

- **pp. 2–3** Demonstrate how to read the text with intonation. Ask, *How do you think Meg feels about the messiness of her bedroom? What items can you see on the floor of Meg's room?* Ask students to predict what Meg will do next.
- **pp. 4–5** Ask, *Where has Meg hung her bags? Why do you think this is a good place to keep bags?*
- **pp. 6–7** Ask, *Where has Meg placed her shoes? What types of shoes can you see in the photograph?*
- **pp. 8–9** Ask, *Where is Meg putting her socks? Do you think this is a good place to keep socks? Could Meg do anything else to organise her socks?*
- **pp. 10–11** Ask, *Where has Meg placed her books? Why is this a good place to keep books?*
- **pp. 12–13** Ask, *Do you think this is a good place to keep blocks? What other items can you see in the photograph that still need to be put away?*
- **pp. 14–15** Ask, *Why do you think she would want to keep her doll and soft toys here?*
- **p. 16** Direct students to look at Meg's room. Ask, *How does Meg feel about her room now? How does Mum feel about Meg's room?*

Comprehension

- Where did Meg put her books? (*Literal*)
- Why do you think Meg looked so pleased on the last page of the book? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: writing the correct word to complete the sentences; rewriting the words into boxes, observing correct letter placement and sizing; circling the word on each line that does not begin with the letter *m*; circling the correct initial letter for each picture and writing the complete word beside the picture.
- Direct students to draw a picture of their own bedrooms. Ask them to include the items that usually create the most mess in their rooms.

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Date _____

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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