

Meg's tiny red teddy

PM Level 2/3

Magenta

Text Type Narrative

Running Words 64



Preparing for Guided Reading

Prior Knowledge

- Discuss why people like teddy bears so much, and how they are used (for comfort, for play, to aid sleep).

Orientation to the Text

- In this story, Meg and Mum go to a toy store in search of a teddy for Meg.

Key Language Structures

- Declarative sentences, within dialogue: “Here is the Teddy Bear Shop!”; “Here is a red teddy,” said Mum.
- Changing -y word ending to make the plural: teddy/teddies.

Building the Balanced Reader

Concepts About Print

- Ensure the skills of one-to-one word matching and return-sweep reading are secure.
- Revisit letter names and sounds: *Mm, Tt*.

Vocabulary

Key High-frequency Words

a, am, are, big, for, Here, I, is, Look, looking, Mum, said, The/the, you

Content Words

Meg, Teddy, Bear, Shop, tiny, red, teddies

Decoding

- Locate the high-frequency words that are repetitively used 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 emphasis in bold text (p. 14).

Focusing on the Book – Guided Reading

- **Cover** Use the illustration and the initial letter *t* to decode the word *teddy*.
- **pp. 2–3** Ask, *What type of shop are Meg and Mum going to? What do you think Meg hopes to find there?*

- **pp. 4–5** Ask, *How do you think Mum and Meg feel about the big teddy? How does this teddy compare in size with the other teddies in the photograph?*
- **pp. 6–7** Talk about the way Meg is holding her thumb and forefinger. Ask, *What do you think Meg means by this?*
- **pp. 8–9** Ask, *How do you think Meg feels about the red teddy that Mum has found? Do you think any of these teddies are tiny enough for Meg?*
- **pp. 10–11** Discuss Meg’s use of the hand gesture previously seen on p. 7. Ask, *What is Meg reminding Mum by the way she is holding her thumb and forefinger?*
- **pp. 12–13** Ask, *How do you think Meg feels now? Do you think she will be happy with one of these teddies?*
- **pp. 14–15** Discuss the fact that Meg has found a teddy that is both tiny and red. Ask, *Do you think Meg will want to keep this teddy?*
- **p. 16** Discuss Meg’s happiness, now that she has found her perfect teddy.

Comprehension

- Where did Meg and Mum see the teddies? (*Literal*)
- Why do you think Meg wanted a tiny teddy? (*Inferential*)

Follow-up Activities

- Direct students to complete the activities on the BLM: circling the correct initial letter for each picture; practising writing the listed words, using the letter spaces and lines provided; drawing pictures of a big teddy and the tiny teddy in the story; indicating whether the sentences match the photos.
- Direct students to design their own ideal teddy bear. Discuss the different features they could consider, including colour, size and texture.
- Encourage students to think of other toys that come in a range of shapes and sizes (e.g. toy cars, figurines). Make a list of their suggestions, and encourage them to talk to the class about their own collections.

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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