

Packing my bag

PM Level 2/3

Magenta

Text Type Repetitive

Running Words 52



Preparing for Guided Reading

Orientation to the Text

- Invite students to talk about the kinds of things they put in their school bags. Write their responses on a chart. Add illustrations.

Prior Knowledge

- This book lists what the main character is putting in their bag to take to school.

Key Language Structures

- One sentence containing a pronoun plus noun
phrase plus verb plus noun.

Building the Balanced Reader

Concepts About Print

- Reinforce how to read return-sweep sentences.
- Talk about the purpose of the exclamation mark on page 16.

Vocabulary

Key High-frequency Words

for, I, into, my

Content Words

put, sandwiches, bag, apple, drink, sunhat, book, picture, spider, teacher

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.

Focusing on the Book – Guided Reading

- Discuss the cover illustration and read the title. Invite students to predict what else might go into the bag.
- Discuss the illustrations and read the text together. Reinforce the cross-checking skill of matching the meaning (picture) with the visual cue (initial letter), e.g. *Sandwiches begins with 's'.*

- p. 14 – Ask *What do you think the boy will do with the spider?* Invite students to explain how the picture informs them that the spider is not real.

Comprehension

- Why did the boy put his toy spider in his bag? (*Literal*)
- Do you think the teacher was scared of the toy spider? Why/Why not? (*Inferential*)

Follow-up Activities

- Have students draw pictures of the people who take responsibility for packing their school bag. Use these pictures to make a picture graph. Students can then count the number of pictures on the graph to identify the person most likely to do this.
- Encourage students to innovate on the text by writing about special things that they would like to put in their bags.
- Invite students to spread finger paint (tempera paint thickened with cornflour) over pieces of paper. Ask them to draw spiders with their finger. When the pictures are dry, paste them into a book. Add captions about who students would frighten with their spiders, e.g. *I will frighten Dad with my spider.*

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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