

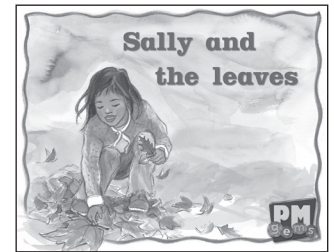
Sally and the leaves

PM Level 2/3

Magenta

Text Type Narrative

Running Words 56



Preparing for Guided Reading

Prior Knowledge

- Talk with students about the way leaves change colour and fall off trees during autumn in many parts of the world. Ask students if they have played in autumn leaves, and if so, which leaf colours they liked the most.

Orientation to the Text

- This is one of several stories about Sally. In this story, Sally goes to a park with Mum and collects autumn leaves. The leaves blow away, but Sally finds them again and gives them to Mum.

Key Language Structures

- The story is told through dialogue between Sally and Mum.
- This text features simple sentences such as: "Here is a + adjective + noun," said Sally.

Building the Balanced Reader

Concepts About Print

- Ensure the basic skills of one-to-one word matching and return sweep reading are secure.

Vocabulary

Key High-frequency Words

a, are, at, for, Here, is, Look, Mum, said, The/the, you

Content Words

red, leaf, yellow, brown, leaves

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 Sally and read her name in the title. Ask, *What do you think Sally is looking for?*
- **pp. 2–3** Sally looks pleased that she has found a red leaf. Ask, *What do you think Sally will do with the leaf?*

- **pp. 4–5** Ask, *Do you think Sally is excited about the yellow leaf? Where is the red leaf now?*
- **pp. 6–7** Sally has now found a big brown leaf. Ask, *How do you think Sally feels about the brown leaf? Where is the yellow leaf now?*
- **pp. 8–9** Discuss how the wind has blown Sally's leaves away. Ask, *How do you think Mum and Sally feel about losing the leaves?*
- **pp. 10–11** Sally has managed to catch the red leaf. Ask, *How do you think Sally feels about finding the red leaf again?*
- **pp. 12–13** Sally has now found her yellow leaf too. Ask, *Are you surprised that Sally has found two of her leaves again?*
- **pp. 14–15** Sally has found the brown leaf now too. Ask, *How do you think Sally feels about having all of her leaves back?*
- **p. 16** Ask, *Why do you think Sally has decided to give the leaves to Mum?*

Comprehension

- What colours were the leaves that Sally found? (*Literal*)
- Why do you think Sally was upset when the wind blew the three leaves off the seat? (*Inferential*)

Follow-up Activities

- Explain to students that some trees lose their leaves in autumn but others have green leaves all year round. Take the students outside to look at trees nearby. Ask students to look at each tree and decide if they think the tree's leaves will change colour and fall off in autumn, or will remain green.
- Provide students with a paper leaf-shape. Invite students to decorate the leaf in their favourite autumn-leaf colour. Paste the students' leaves on a drawing of a tree trunk to make a class autumn tree.

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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