

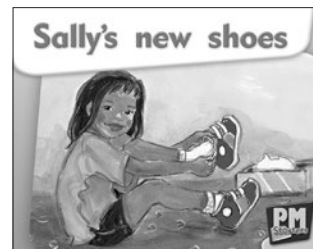
Sally's new shoes

PM Level 2/3

Magenta

Text Type Repetitive

Running Words 58



Preparing for Guided Reading

Orientation to the Text

- Invite students to talk about their footwear. Discuss the newness of their shoes, the colour, the type, etc.
- Encourage students to talk about their favourite pair of shoes. Ask them to share when they wear these and why they like them more than others.

Prior Knowledge

- This book has the main character doing different activities in her new shoes.

Key Language Structures

- One sentence consisting of a first person pronoun (subject) followed by a verb phrase and then a noun phrase (object).

Building the Balanced Reader

Concepts About Print

- Ensure that the procedures of directionality and return sweep are secure.
- Confirmation of word attempts using the initial letter.

Vocabulary

Key High-frequency Words

going, in, my, not, to

Content Words

I'm, walk, new, shoes, run, jump, hop, climb, dance, swim

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

- Introduce Sally as a character. Her name appears only on the cover.

- Discuss the cover illustration. Ask students to describe Sally's new shoes. Invite them to predict what Sally might do in her new shoes.
- Discuss the illustrations and read the book together. Help students to look for picture clues that support the text. Encourage them to use cross-checking skills as they read the text, i.e. checking the visual cues (initial letters) with meaning (picture clues). Demonstrate how to form the contraction I'm.
- Discuss pp. 14–15. Invite students to suggest the text for p.16. Write their suggestions on the whiteboard. Read p.16 and compare their suggestions with the text.

Comprehension

- What were two things Sally was going to do in her new shoes? (*Literal*)
- Why couldn't Sally swim in her new shoes? (*Inferential*)

Follow-up Activities

- Ask students to draw their favourite shoes. Scribe their captions.
- Cut out magazine pictures of different types of footwear. Ask students to group the pictures, e.g. shoes to wear inside, shoes to wear outside. Have them paste the groups of shoes onto separate pieces of paper. Scribe students' captions as they describe the groupings.
- Make a chart about the places where students do not wear their shoes. Invite them to add illustrations.
- List the actions that Sally did in her new shoes. Invite students to mime these. Ask those watching to name the action and then find the word on the list.

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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.

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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.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up