

# Stop!

PM Level 2/3

Magenta

**Text Type** Repetitive

**Running Words** 90



## Preparing for Guided Reading

### Orientation to the Text

- Discuss what students should do before crossing the road. Select students to role-play the actions.
- Make a list of road safety rules.

### Prior Knowledge

- This book is about two children trying to cross a busy road. Students should be familiar with the design of stop signs and the different type of vehicles that use the road.

### Key Language Structures

- Four sentences across a spread. The first two are directions describing an action. The second two include a single word exclamation *Stop!*

## 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

*a, can, comes, down, Look, Here, the, We*

#### Content Words

*up, down, road, stop, car, bus, truck, van, bike, motor-bike, cross, now*

### 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 and title page illustrations. Read the title of the book together.

- Discuss the illustrations before reading the book together. Point out the language pattern of *Here comes ...* Encourage them to read with fluency and phrasing.
- Invite students to suggest text for p. 15. Write their suggestions on the whiteboard. Compare their suggestions with the author's text on p. 16.

### Comprehension

- Where did the two children stop and wait? (*Literal – picture interpretation*)
- Why do you think the girl held the boy's hand? (*Inferential – picture interpretation*)

### Follow-up Activities

- Discuss and list things that students might travel in or on. Invite them to paint these different forms of transport. Make a wall display of the paintings. Using bold print, write sentences on the paintings using the same language patterns as in the book.
- Have students make road signs on coloured card. Discuss the signs and their messages.
- Discuss what students might see when they look 'up' or 'down'. Make concertina books based on their ideas.

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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