

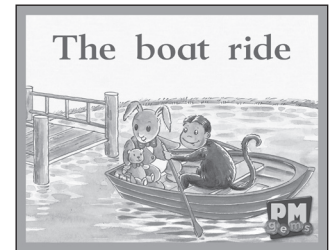
The boat ride

PM Level 2/3

Magenta

Text Type Narrative

Running Words 38



Preparing for Guided Reading

Prior Knowledge

- Talk with students about rowboats, and how oars are used to propel them through the water.

Orientation to the Text

- This is one of several stories about Monkey, Rabbit and Little Teddy. In this story, Monkey and Rabbit leave the shore in their rowboat before Little Teddy is able to join them. When they realise what has happened, they go back for him.

Key Language Structures

- Repeated use of 'Here comes + noun'.
- Repeated use of 'Name + is in the boat'.

Building the Balanced Reader

Concepts About Print

- Talk about the purpose of full stops: to stress meaning.

Vocabulary

Key High-frequency Words

comes, Here, in, is, little, not, the, too

Content Words

Monkey, boat, Rabbit, Little, Teddy

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

- **Cover** Identify Monkey, Rabbit and Little Teddy. Ask, *Do you think the toys are having a good time in the boat?*
- **pp. 2–3** Discuss Monkey's expression as he looks at the boat. Ask, *What do you think Monkey wants to do with the boat?*

- **pp. 4–5** Talk about the way Monkey is holding the oars. Ask, *Do you think Monkey has been in a boat before?*
- **pp. 6–7** Rabbit is running towards the pier. Ask, *What do you think Rabbit wants to do?*
- **pp. 8–9** Discuss how Rabbit is now happily in the boat with Monkey. Ask, *Can you see anyone else who might like to go in the boat too?*
- **pp. 10–11** Discuss how Little Teddy is trying to get the attention of Monkey and Rabbit. Ask, *Do you think Monkey and Rabbit have heard Little Teddy calling?*
- **pp. 12–13** Ask, *How do you think Little Teddy feels about missing the boat? Have either of the toys in the boat noticed that he is there now?*
- **pp. 14–15** Ask, *Why is Little Teddy smiling? What is Monkey doing for him?*
- **p. 16** Ask, *How do you think Little Teddy feels to be in the boat? What do you think the toys will do now?*

Comprehension

- Who rowed the boat? (*Literal*)
- How do you think Little Teddy felt when he saw the boat going away without him? (*Inferential*)

Follow-up Activities

- Have students think of a time they were left out of an enjoyable activity. Ask them to remember how they felt. Talk about ways students can ensure their friends are not left out of group activities.
- Direct students to draw themselves in a small boat with some of their favourite toys. Display the drawings together in a wall display.

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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