

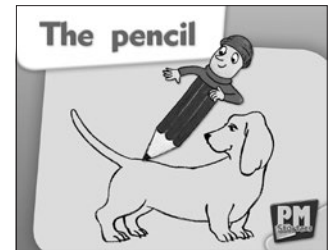
# The pencil

PM Level 2/3

Magenta

**Text Type** Repetitive

**Running Words** 97



## Preparing for Guided Reading

### Orientation to the Text

- Using a pencil, have students draw themselves. Invite them to check their drawing. Ask questions, e.g. *Where is your mouth? Have you drawn two legs? Where are your ears?*

### Prior Knowledge

- An imaginative piece with dialogue between a pencil and its drawings.

### Key Language Structures

- One sentence per page in the form of dialogue with speech tags. First sentence is a posed question, which is then answered in a second sentence on the facing page.

## Building the Balanced Reader

### Concepts About Print

- Talk about the question word *Where* and the question mark. Discuss the answer to each question on the facing pages.
- Revise: full stop, commas and quotation marks.

### Vocabulary

#### Key High-frequency Words

*are, can, Here, I, is, said, the*

#### Content Words

*Where, my, tail, dog, it, pencil, ear, cat, eye, cow, leg, sheep, nose, pig, horn, goat, wings, duck, fly*

### 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

- Read the title and discuss the cover illustration. Discuss details, e.g. the goat has two ears, two horns, a little beard, a tail, etc.

- Discuss the illustrations before reading each page. Encourage students to describe what the pencil did to help the animals. Ensure that they read with fluency and phrasing, i.e. the expression in their voice will change. Invite students to practise asking questions like the animals, and then responding with *Here it is* like the pencil.
- Prepare students for the changed language patterns on pp. 14–15, i.e. *is* to *are* and *it* to *they*.

### Comprehension

- Why did the dog look sad? (*Literal – picture interpretation*)
- Why do you think the pencil waved to the duck on the last page? (*Inferential – picture interpretation*)

### Follow-up Activities

- Provide students with paper and pencils. Have them draw their favourite picture. Invite them to share their picture with the class.
- Discuss alternative contexts, e.g. a chair with only three legs. Write captions for students' pictures using the same language patterns as in *The pencil*.
- Re-read *At the zoo* (PM level 2). Instruct students to choose an animal to draw, but to leave out a body part. Have them exchange their drawing with a partner. The partner can then pencil in the missing body part.

# The pencil

Date \_\_\_\_\_

PM Level 2/3

Magenta

## 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