

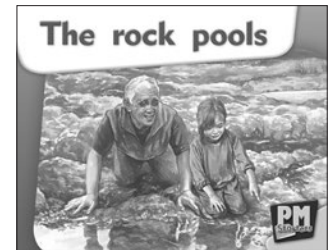
The rock pools

PM Level 2/3

Magenta

Text Type Repetitive

Running Words 49



Preparing for Guided Reading

Orientation to the Text

- Look at pictures of plants and animals that live in the sea.
- Discuss students' own experiences of visiting the sea or spending time on the beach.

Prior Knowledge

- Students should be familiar with a rock pool and the word *little*.

Key Language Structures

- Each page features a single word exclamation *Look!* followed by a sentence containing a personal pronoun plus verb plus adjective plus noun.

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, little, Look, see, some, We

Content Words

seaweed, shells, crabs, fish, starfish, shrimps, sea horse

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 title, and the cover and title page illustrations. Point out that when the tide goes out, little animals and plants find rock pools safe places to be until the tide comes in again.

- Discuss the illustrations before reading the book together. Ensure that students are able to name the plants and animals in the illustrations. Encourage observation of picture details.
- After reading p.14, ask students to look at the picture to predict what might be seen next.

Comprehension

- What did they see in the first rock pool? (*Literal*)
- Why were they surprised when they saw the little sea horse? (*Inferential*)

Follow-up Activities

- Make a mural of a rock pool. Students can draw the plants and animals, cut them out, and paste them onto a painted background. Use PVA glue to attach little shells to the background. Cover the water areas with green and blue cellophane to give the mural additional colour and texture.
- Take students to visit some rock pools.
- Invite students to draw and write about plants and animals that live in the sea.
- Have students make models of little shells, little crabs, little starfish, etc. with modelling clay.

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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