

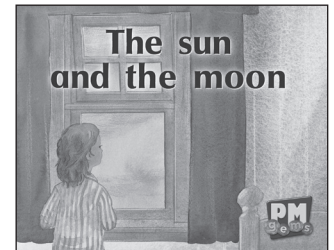
The sun and the moon

PM Level 2/3

Magenta

Text Type Narrative

Running Words 41



Preparing for Guided Reading

Prior Knowledge

- Talk with students about daytime and night-time. Discuss how people and many other animals, such as birds, sleep at night.

Orientation to the Text

- In this story, a young girl, as well as the birds outside her house, prepare for sleep as the sun goes down. They sleep through the night and rise as the sun comes up.

Key Language Structures

- Short, descriptive sentences.
- Use of repetition for emphasis (*I sleep, and I sleep, and I sleep.*)

Building the Balanced Reader

Concepts About Print

- Talk about the use of upper-case letters as the initial letter for the first word in a sentence.

Vocabulary

Key High-frequency Words

am, and, are, down, go, going, I, is, The, to, up

Content Words

sun, birds, sleep, moon

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** Talk about the colours that can be seen in the sky through the girl's window. Ask, *What time of day do you think it is?*
- **pp. 2–3** Point out the girl's clothing. Ask, *What do you think the girl will soon be doing?*
- **pp. 4–5** Discuss how the birds and their chicks are settling into their nest. Ask, *Do you think the birds will be safe and comfortable in the nest?*

- **pp. 6–7** Discuss the fact that the girl is now asleep in bed. Ask, *Do you think the sun has now gone down?*
- **pp. 8–9** Discuss how the moon and stars are clearly visible in the sky. Ask, *Do you think the girl is sleeping well?*
- **pp. 10–11** Ask, *Has the moon moved higher in the sky? What do you think this means?*
- **pp. 12–13** Discuss how the sky is much brighter with the light of the sun. Ask, *Do you think the girl will wake soon? Why/Why not?*
- **pp. 14–15** The birds are already wide awake. Ask, *What do you think the big bird is flying off to do?*
- **p. 16** The girl is now awake too. Ask, *Do you think the girl slept well?*

Comprehension

- When did the girl go to bed? (*Literal*)
- Why do we all need to go to sleep? (*Inferential*)

Follow-up Activities

- Talk about daytime and night-time. Have students suggest words that describe each. Make a list of these words, under the headings 'Daytime' and 'Night-time'.
- Talk with students about their bedtimes. Ask, *Do you usually go to bed before or after it gets dark? Does this change at different times of the year?* Ask students to draw a picture of themselves sleeping, with the stars and moon visible through the window.

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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