

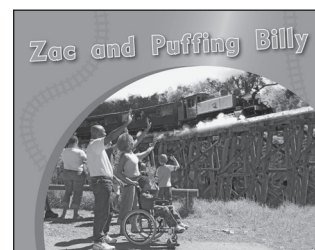
Zac and Puffing Billy

PM Level 2/3

Magenta

Text Type Narrative

Running Words 64



Preparing for Guided Reading

Prior Knowledge

- Talk with students about their experiences of travelling on trains. Explain that most trains are now powered by electricity, but that in the past trains were powered by steam.

Orientation to the Text

- Use **PM Photo Stories** book *Zac's train set* to reintroduce the character Zac. In this story, Zac and his parents go to see a steam train.

Key Language Structures

- Short observational sentences expressed in dialogue.
- Questions expressed in dialogue.

Building the Balanced Reader

Concepts About Print

- Discuss the question mark. Read each question, lifting the voice tone.

Vocabulary

Key High-frequency Words

at, can, comes, Dad, Here, I, Look, Mum, not, said, see, the, too, you

Content Words

Puffing Billy, engine, carriages, Zac

Decoding

- Locate the high-frequency words that are repetitively used in the text.
- Recognise words with the support and 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.
- Change voice to apply the purpose of quotation marks.

Focusing on the Book – Guided Reading

- **Cover** Point out Zac and his parents, and ask students why the family might be waving at the train.

- **pp. 2–3** Ask, *Do you think Zac is able to see Puffing Billy from where he is sitting? Why do you think so many people are watching Puffing Billy go past?*
- **pp. 4–5** Ask, *What is Mum pointing at?* Talk with students about the train engine, explaining that the engine is where coal is burned to make the steam that powers the train.
- **pp. 6–7** Ask, *What is Dad pointing at now?* Use letter-sound relationships in conjunction with meaning to decode the word *carriage*. Ask, *How many carriages can you see in the photograph?*
- **pp. 8–9** Point out the bold **I** in Zac's speech. Ask, *Why do you think Zac can not see Puffing Billy, while his parents can see Puffing Billy?*
- **pp. 10–11** Notice how Zac and his parents have moved to a better vantage point. Ask, *Do you think Zac can see more of Puffing Billy from here?*
- **pp. 12–13** Point out that two carriages of the train are now visible. Encourage students to predict what Zac might say next.
- **pp. 14–15** Ask, *How do you think Zac feels, now that he can see the engine and the carriages?*
- **p. 16** Discuss with students the significance of the bold word **can**. Ask, *Why is everyone waving to the people on Puffing Billy?*

Comprehension

- What was the name of the train? (*Literal*)
- Why do you think the train was called *Puffing Billy*? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: practising writing question marks; reading the words in the left column and circling them where they appear on the right; circling words beginning with the letter *p*; drawing a picture of Zac watching Puffing Billy go by.
- Direct students to draw a picture of a steam train, using the photos in the book as references. Ask students to add simple labels for any parts of the train they can name, as well as any other details they might wish to include.

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