

A Present for Leo

PM Level 7

Yellow

Text Type Factual Recount

Running Words 123



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with the concept of buying a present and a card for someone for their birthday.
- Students should be familiar with the process of shopping.

Orientation to the Text

- A boy goes with his grandmother to the toy shop to choose a present for his friend, Leo.

Key Language Structures

- Sentence structures include past-tense verbs followed by infinitives – *went to the shops; came to look; forgot to get.*
- Prepositional phrases add length to sentences – *to the shops; on my bike; at some toys.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

forgot, get, got, school, walked, with

Content Words

bike, card, dinosaur, Friday, friend, present, shops

Decoding

- Talk about the number of sounds and the number of syllables in more difficult words, such as *dinosaur*.
- Look at the word *forgot* on page 14. Ask, *What two smaller words can you see within this word?*

Fluency and Phrasing

- Give students the opportunity to read a passage from the text more than once, focusing on fluency and accuracy.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask, *Who do you think Leo is? Why might the boy be buying a present for him?*
- Look at pages 2–3. Discuss who the narrator in the text is and what he is doing.
- Continue to page 4. Point to the word *friend* and support students to identify and say the beginning blend. Ask, *Can you find another word on the page that starts with the same blend?*

- Read to page 9. Look at the word *green* on page 8 and talk about the two-letter blend it begins with. Ask, *Can you think of another word that we have already read in the text that starts with the same blend?*
- Continue to page 11. Ask, *Which toy do you think they should buy for Leo? Why?*
- Read page 14. Discuss the difference between the word *card* and the word *cards*, in the way they are written and what they mean.
- Re-read the text. Ask students to share the three most important things that happened in the text.

Comprehension

- How did Gran get to the shops? (*Literal*)
- Why do you think Gran didn't ride a bike to the shops? (*Inferential*)
- Why do you think the boy chose the green dinosaur for Leo? (*Inferential*)

Follow-up Activities

- Talk about what the boy might have written on the card to Leo. List the key vocabulary needed for card writing, such as 'dear' and 'from', and organise students so that each of them makes and writes a card for another student. Guide students to decorate their cards appropriately and assist them with any other words that they need to use.
- Ask students to share with a partner the best gift they have ever received. Encourage them to talk about who they received the present from and why they liked it.
- Discuss with students whether they think the text is fiction or non-fiction and why. Explain that a factual recount is a story about events that are true. Ask students to think about a time when they have given someone a gift and help them to think about two or three main points relating to it. Make a video or audio recording of their factual recounts and watch one or two back each day.
- Talk about how Gran and the boy travelled to the shops and then ask students to describe how they usually get to the shops. Write the sentence starter *I went to the shops . . .* on the board and talk about different words that students might need to complete the sentence. Have each student write their own sentence and draw a matching picture.

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Learning Intentions

- We are learning to break down words to help us read them.
- We are learning to identify and sequence the main events in a text.

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Success Criteria

- I can recognise and read the 'gr' and 'fr' blends at the start of words.
- I can retell the events of the story in order.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up