

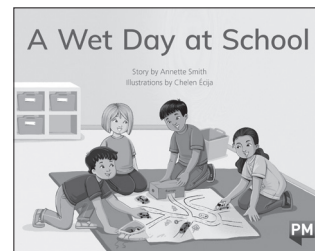
A Wet Day at School

PM Level 7

Yellow

Text Type Narrative

Running Words 138



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with wet weather days at school.
- Students should understand why it is best to stay inside on wet days.

Orientation to the Text

- When they are stuck inside on a rainy day at school, Nico and Jax discover that Ellie and Tess are already playing with the toy cars. Nico and Jax decide to make a garage for the cars, but will the girls let them join in?

Key Language Structures

- Prepositional phrases are used throughout the text to add length and detail to sentences.
- Bold text and exclamation marks are used for emphasis.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

get, I'm, inside, play, stay, today, us, with

Content Words

cars, classroom, garage, rain, rainy, wet

Decoding

- Prompt students to look for the base word in longer words such as *playing* and *painted*.
- Look at the word *rain* on page 4. Ask, *If we add 'y' to the end of rain, what word do we get?* Challenge students to look for the word *rainy* as they read.

Fluency and Phrasing

- Preview more difficult words, such as *garage*, before you start reading to help students read the text more fluently.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Talk about what happens when it is a wet day at school and what students might expect to find in the text.
- Look at pages 2–3. Ask students to explain in their own words what has happened in the story so far.

- Continue to page 6. Together, find the compound words on the page. Ask, *What smaller words make up each of these larger words?*
- Read page 10. Look at all the different types of punctuation on the page and discuss what each type is used for.
- Continue to page 12. Ask, *What do you think Nico and Jax will do with the garage when they are finished? Why?*
- Continue to page 15. Point out the word *your* on page 14. Ask, *What smaller word can you see at the start of your? How does it relate to the meaning of the word?*
- Read to the end of the text. Ask students to describe the ending in their own words.

Comprehension

- Why were the students playing inside? (*Literal*)
- Why did Nico suggest that he and Jax make a garage for the cars? (*Inferential*)
- Why did Ellie suggest that Nico and Jax could play with her and Tess? (*Inferential*)

Follow-up Activities

- Ask students to discuss what happened in the story with a partner. As a group, talk about the main events and the order they happened in. Prompt students with questions such as *What happened next?* or *What happened before that?* to help them provide greater detail in their retelling.
- Give pairs of students four small pieces of paper and ask them to draw the four most important events from the text. Have students present their pictures to the group in order and describe what they drew. Students can also swap the picture sets between pairs and sequence each other's pictures.
- Talk about what happens in a classroom on wet days. Seat students in a circle and ask each student to contribute one thing they like to do or one thing that is different when it rains, e.g. *we eat inside*. Encourage students not to repeat what has already been said by someone else.
- Discuss other types of weather with students. Write the sentence starter *When it is . . . , I like to . . .*, and brainstorm with students some different weather conditions and activities that are associated with them. Have each student copy and complete the sentence and draw a picture to match.

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Date _____

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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 ideas in a text.
- _____

Success Criteria

- I can find smaller words within a long word.
- I can retell the events in the story in order.
- _____

Guided Reading Notes

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