

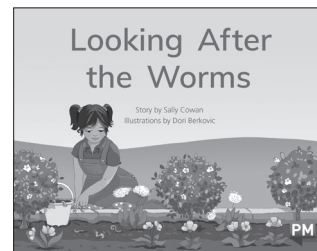
Looking After the Worms

PM Level 7

Yellow

Text Type Narrative

Running Words 132



Preparing for Guided Reading

Prior Knowledge

- Students should understand that worms help air and water get into the soil, which in turn helps plants grow.
- Students should know that birds like to eat worms.

Orientation to the Text

- Nina notices that there are lots of worms in the puddles in the garden, but she is worried the birds are going to eat them. How can she keep the worms safe?

Key Language Structures

- A range of sentence types is included in the text, such as statements, exclamations and questions.
- Simple adjectives are used to describe nouns – *little, yellow, hungry*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

back, get, Stay, They, this, will, with

Content Words

birds, bucket, flower, garden, hungry, puddles, worms

Decoding

- Discuss the different letter combinations that make the 'ee' sound in words such as *see, eat* and *Nina*.
- Look at the word *hungry* on page 4. Ask, *How many syllables does this word have? What sounds are in each syllable?*

Fluency and Phrasing

- Before students start reading the text, preview any words that might cause difficulty, such as *bucket* or *garden*, to enable them to read the words fluently.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Discuss the title and how it relates to what students can see in the pictures.
- Look at pages 2–3. Ask students to explain in their own words who the story is about and what they think will happen.

- Continue to page 4. Look at the word *They*. Ask, *What sound do the first two letters of this word make together? Can you think of another word that starts with the same sound?*
- Read to page 6. Ask students to explain what problem Nina has to solve. Invite them to suggest how they think she will solve it.
- Continue to page 10. Point to the word *with*. Ask, *What sound do the last two letters of this word make together? Do they make the same sound as in the word They?*
- Read page 14. Ask students to find all the words with the digraph 'th' in them. Ask whether 'th' makes the same sound in each word.
- Read to the end of the story. Talk about the resolution and whether it was what students predicted.

Comprehension

- Where did Nina move the worms to? (*Literal*)
- What do you think the birds did after Nina moved the worms? (*Inferential*)
- What words could you use to describe Nina? (*Inferential*)

Follow-up Activities

- Invite students to share any experiences they have with worm farms, or if there is one at school, discuss how it is used. Read some additional information together about how worms are good for the garden and write a simple shared information text to summarise what students have learned.
- Talk about other actions that students can take to look after a garden and ask students what plants need to grow. Write a simple procedural text together about how to care for a plant and then plant a seed or bring in a seedling for students to look after. Regularly take photos of the plant, and support students to write about what they are doing and how the plant is progressing.
- Discuss the main points in the story and how they fit in with the structure of a narrative. In small groups, or all together, act out the story from beginning to end. Allocate students to play the roles of the birds and the worms, as well as Nina and her dad.
- Together, review the adjectives used in the story, such as *yellow* and *little*. Re-read the text and ask students to suggest adjectives they could use to describe elements of the story, such as the garden, the birds and the worms.

Looking After the Worms

Date _____

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Yellow

Learning Intentions

- We are learning to break down words to help us read them.
- We are learning to identify the parts of a narrative.
- _____

Success Criteria

- I can recognise and read the ‘th’ digraph at the start and end of words.
- I can identify the beginning, middle and end of the story.
- _____

Guided Reading Notes

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