

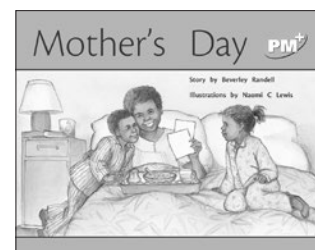
# Mother's Day

PM Level 7

Yellow

**Text Type** Narrative

**Running Words** 118



## Preparing for Guided Reading

### Orientation to the Text

- Talk about Mother's Day and how some families celebrate it. List some of these ideas, e.g. *Jon said, 'I give my mum a very big hug on Mother's Day'; Ella said, 'We go to visit Grandma on Mother's Day because she is a mum, too.'*

### Prior Knowledge

- Matthew is upset because he has forgotten to make Mum a card for Mother's Day. He rushes to get it ready so he can give it to her at breakfast time.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*day, here, like, look*

#### Content Words

*card, pens, breakfast, tray, upstairs, forgot*

### Decoding

- Locate most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

### Focusing on the Book – Guided Reading

- **Cover** Enjoy the happy scene as Emma and Matthew show Mum their affection. Read the title together and talk about the vignette of the card on the title page.
- **Pages 2–3** Discuss the illustrations. Establish the time of day. Notice that Matthew looks as if he has just woken up. Read the text stressing the word *will*.
- **Pages 4–7** Talk about Matthew's need to hurry. Help students attempt the word *forgot*. Explain that it is a compound word. Draw their attention to the blends *br* and *tr*.

- **Pages 8–13** The tension increases as Matthew tries to finish his card. Ask, *Do you think Matthew will finish his card in time?*
- **Pages 14–16** Discuss Matthew's feeling of success as he runs into the bedroom with his card. Encourage students to stress the words in bold as they read.

### Comprehension

- What did Matthew forget? (*Literal*)
- Why didn't Matthew go upstairs at first? (*Inferential*)
- How did the twins' dad help them with Mother's Day? (*Inferential*)

### Follow-up Activities

- Invite students to make the card that Matthew gave to his mother.
- Have students cut out pictures from used greeting cards to make new cards. Show them how to write their own messages.
- In small groups have students draw three things that they would have given Mum for breakfast that morning. Invite them to share these ideas and explain why each item was chosen.

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## Learning Intentions

- We are learning to make predictions whilst reading.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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## Success Criteria

- I can make predictions based on what I have read.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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## Guided Reading Notes

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