

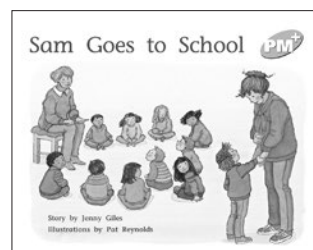
Sam Goes to School

PM Level 7

Yellow

Text Type Narrative

Running Words 131



Preparing for Guided Reading

Orientation to the Text

- Ask students to talk about their first day at school. Some students may be able to relate several events on that day. Record some of these statements in an enlarged book that can be illustrated later and kept in the classroom library.

Prior Knowledge

- As this story unfolds many children will relate to Sam's feeling of uncertainty as she begins school. Reading is not always about finding out; it is often about discovering one's own experiences in print.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

goes, here, with

Content Words

school, girl, teacher, little, Goodbye

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** Ask students to read the title aloud. Predict what Sam might be saying to Mum. Encourage students to listen to the *s* sounds in the title as they articulate it clearly.
- **Pages 2–3** Stress the word *can* when reading the last sentence. Discuss the meaning intended.
- **Pages 4–7** Discuss the illustrations with students before they read the text. Comment on Sam's loss of confidence as she anticipates the unfamiliar situation. Encourage students to read these pages with the appropriate intonation.

- **Pages 8–13** Allow students time to think about the illustrations and to read the text without interruption.
- **Pages 14–16** Talk about Sam's renewed confidence.

Comprehension

- Where was Sam going? (*Literal*)
- What did Sam want to do instead of sit with the girls and boys? (*Inferential*)
- How did the girl help Sam? (*Inferential*)

Follow-up Activities

- Ask students to draw a picture of something they like to do with other children at school. Scribe students' text below their drawing. Paste their pictures and captions on to the sides of a cardboard box. Students now have an 'At School' box to read.
- Make a picture graph of the different ways students in the class come to school. Discuss the graph and write simple statements.

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Date _____

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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