

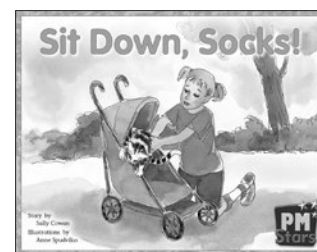
# Sit Down, Socks!

PM Level 7

Yellow

**Text Type** Narrative

**Running Words** 137



## Preparing for Guided Reading

### Orientation to the Text

- Study the illustrations. Use details evident in the illustrations to predict or infer meaning, such as Rosa's concern on page 5 when she tries to stop Socks from jumping out of the pram. Discuss why Socks did not want to sit in the doll's pram.
- Locate Socks in the illustration on page 11. Invite students to explain why running away as a means of escape has created tension in the story. Encourage students to predict what may happen next.

### Prior Knowledge

- This is the second book about Rosa and her new pet cat, Socks. In this story, Socks objects when Rosa wants him to sit in her doll's pram while she takes him for a ride. Socks runs away, and Rosa has to seek Mum's help in getting Socks down from a tree. But Socks is resourceful and finds a safer place to hide.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*get, help, love, please, sit*

#### Content Words

*doll's pram, ladder, Rosa, Socks*

### Decoding

- Encourage students to apply their phonemic knowledge to predict and decode unfamiliar words, e.g. *pr-a-m, s-i-t, g-e-t*.
- Change the onsets to make new words, e.g. *pram, Sam; get, wet; tree, see; cat, hat, sat*. Write sentences containing these words on a whiteboard and have students read them aloud.
- Locate these compound words in the story: *into, inside*. Identify the two small words in each.
- Write the words *please, stay, sleep* on a whiteboard. Use the books *pl, st* and *sl* in the **PM Alphabet Blends** series to identify other words that begin with the same sounds.
- Hear the sounds and notice the visual patterns in these words: *Sit, sit; Stay, stay; Get, get; Look, look*. Revisit capital letters at the beginning of sentences.

- Draw students' attention to sentences that contain exclamation marks. Model how to read these sentences with appropriate fluency.

### Fluency and Phrasing

- Ask questions that teach students how to recognise when there is a need for them to cross-check word predictions, e.g. *Does that word sound right? Does it make sense? Does it look right?*
- Encourage students to check and search further when meaning has been lost. Say, *What is wrong with this? What can you do to fix it up?*

### Focusing on the Book – Guided Reading

- Identify words in the book that are the names of things, e.g. *pram, tree, ladder*. Invite students to study the illustrations and identify other things that they can name, e.g. *garden, door*. Ask them to draw a detailed picture of one of the events and include illustrations of these things.
- Write these past-tense verbs on a whiteboard: *said, ran, cried, went* and *came*. Invite students to use these words in oral sentences.
- Write these sentences on a whiteboard: *Stay in the pram! Come back, Socks! Get into the pram!* Explain that Rosa begins sentences with the words *Stay, Come* and *Get* when she is telling Socks what she wants him to do. Provide opportunities for students to use these and similar words at the beginning of sentences to direct the actions of students in the classroom, e.g. *Sit on this chair*.
- Build a list of words that students could use in place of *sad* or *frightened*.

### Comprehension

- Where did Rosa want Socks to sit? (*Literal*)
- Why did Rosa ask for Mum's help? (*Literal*)
- Why did Socks run away? (*Inferential*)
- Why did Mum go and get a ladder? (*Inferential*)
- Why did Socks go back to Rosa's bed? (*Inferential*)

### Follow-up Activities

- Make a shared book about places where cats may feel frightened, e.g. in a car, at the vet's or in a cat box, and places where they feel safe, e.g. on someone's knee, in front of a warm fire.

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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