

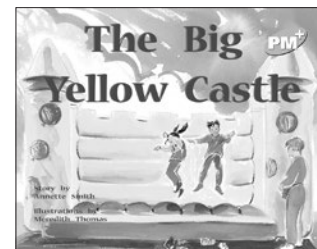
The Big Yellow Castle

PM Level 7

Yellow

Text Type Narrative

Running Words 135



Preparing for Guided Reading

Orientation to the Text

- Some students may have played on a jumping castle at a shopping centre or a park. Talk about the fun involved with this type of play equipment.

Prior Knowledge

- Katie and Joe are new PM characters. They live with their mother. Their dad has access during the weekends. Students have gone to the park with Dad for one of these special outings.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

away, big, looked, play

Content Words

swings, slide, yellow, castle, shouted

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** Talk about the setting and the large inflatable jumping castle. Read the title on the cover and again on the title page together.
- Pages 2–3** After reading the text, ask, *Why did the children want to play on the jumping castle rather than on the swings and slide?*
- Pages 4–5** Model Katie's disappointment as the text is read. Ask, *Why couldn't Katie and Joe jump on the castle with the older children?*
- Pages 6–11** Discuss Joe's caring attitude towards his little sister.
- Pages 12–16** Encourage students to use the punctuation as they read, and to read with intonation that echoes Katie's and Joe's excitement.

Comprehension

- Were Katie and Joe allowed to play on the castle? (*Literal*)
- Why did Katie and Joe have to wait to play on the castle? (*Inferential*)
- How did Katie and Joe feel when they got to play on the castle? (*Inferential*)

Follow-up Activities

- Have students role-play a variety of physical activities, e.g. running, jumping, hopping, skipping. Talk about the way the body moves with each activity. Invite them to draw pictures and write matching captions.
- Paint a large mural of a park. Involve students in this process. Have students draw pictures of themselves playing on the equipment. Assist them in writing captions to attach to the mural.
- Talk about verb endings. Use the words *help* and *helped* as examples in sentences.

The Big Yellow Castle

Date _____

PM Level 7

Yellow

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.

• _____

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.

• _____

Guided Reading Notes

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