

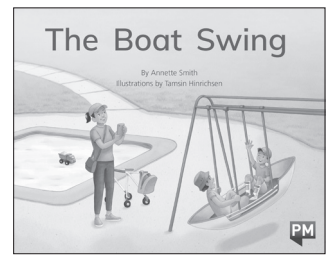
The Boat Swing

PM Level 7

Yellow

Text Type Recount

Running Words 126



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with common playground equipment found in parks.
- Students should understand that although some people have disabilities, they are capable of doing many things.

Orientation to the Text

- Lulu and her brother have fun building a tunnel in the sandpit at the park, but it's the boat swing they like the best.

Key Language Structures

- Simple adjectives, such as *blue* and *big*, are used to add detail to descriptions in the text.
- A wide range of prepositions is used – *to*, *into*, *on*, *up*, *down*, *for*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

got, helped, played, Today, way, with

Content Words

boat, park, sandpit, swing, truck, tunnel

Decoding

- Encourage students to think about whether what they have read looks right, sounds right and makes sense when they reach an unfamiliar word.
- Look at the word *sandpit* on page 4. Ask, *What two words make up the word sandpit? How do these relate to the word's meaning?*

Fluency and Phrasing

- Prompt students to count the number of sentences on each page and make sure they stop at the end of each one as they read.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students what they can see on the cover that matches the title of the text and discuss what a boat swing might be.

- Look at pages 2–3. Talk with students about who Lulu and her brother are, and ask students to predict what they might do at the park.
- Continue to page 4. Talk about the two-letter blend at the start of *blue*. Ask, *What other word on this page starts with a two-letter blend?*
- Read to page 8. Invite students to explain in their own words what the two children have been doing.
- Continue to page 11. Ask, *What does the picture tell you that the text does not?*
- Read page 14. Point out the word *swing*. Ask, *What two-letter blend is at the start of swing? What other 'sw' words do you know?*
- Re-read the text. Talk about how to use expression to make reading more interesting to listen to, and practise together.

Comprehension

- What did the children do in the sandpit together? (*Literal*)
- Why did the boy want to go on the boat swing? (*Inferential*)
- Do you think Lulu and her brother get along well? Why or why not? (*Inferential*)

Follow-up Activities

- Talk about the main events in the text. In small groups, have students act out the story, making sure they include the important points. Encourage students to think about how the characters feel and what they might be saying.
- Model writing a simple recount about one of your own trips to the park. Ask students to use this to write and illustrate their own park recount.
- Discuss the title of the story and why the author might have chosen it. In pairs, ask students to think of another title that would be appropriate. Allow them to share their ideas, giving reasons for their selections.
- Brainstorm the different types of playground equipment that students have seen and make a list of them. Ask students to draw and label their ideal playground, incorporating at least three different pieces of equipment. In small groups, have students share and explain their drawings.

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Date _____

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Learning Intentions

- We are learning to identify two-letter blends, such as ‘bl’ and ‘sw’.
- We are learning to identify and sequence the main events in a recount.
- _____

Success Criteria

- I can blend together two sounds at the start of a word.
- I can retell the events of the story in order.
- _____

Guided Reading Notes

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