

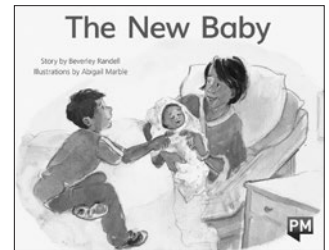
The New Baby

PM Level 7

Yellow

Text Type Narrative

Running Words 130



Preparing for Guided Reading

Orientation to the Text

- Ask students to draw or paint pictures of their grandparents at a special family event. Encourage them to discuss their pictures within small group situations interacting appropriately – listening, questioning and responding.
- Make a chart of the different names that students call their grandparents, for example *Poppa*, *Grandad*, *Opa*, *Gran*, *Nana*, *Oma*.

Prior Knowledge

- Tom's extended family provide support and share the joys of this happy event.
- Several pages of dialogue describe the events as they happened.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

coming, help, staying, with

Content Words

school, hospital, baby, cooking, fish, sleep, phone, girl

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

- Discuss the book title, encouraging students to use associated vocabulary – *brand new*, *very little*, *just born*, *baby brother*, *baby sister*.
- Ask students to turn to p. 2 and read it with a partner to find out: *Who is the man in the picture?* *What does Tom call his grandparents?*
- Students could point out the relevant words.

- Talk about Tom's feelings. He is happy with Poppa but the house feels odd with Mum and Dad away (pp. 2–9).
- Discuss the rest of the illustrations, identifying ways in which the whole family became involved in this family event.
- Read the text together, then independently.

Comprehension

- What toys did the children play with at first? (*Literal*)
- Did Emma believe Matthew was a crocodile? (*Inferential*)
- Why did Emma run away with the rug? (*Inferential*)

Follow-up Activities

- Refer to the list of names students call their grandparents. Read them together noting similarities and differences. Write students' names alongside the grandparents' names. Extend this activity by having students bring along photos of their grandparents to display and write about.
- Ask students to describe their grandparents' features and actions. Follow this discussion with drawing, painting and writing activities.
- Make a large display of students' ideas about helping with a new baby.
 - d) Make a timeline using photographs brought along by students.
- Compare sibling age differences.
 - a) Make up question cards to extend this activity.
 - b) Similar cards can be made for each child using their own information. Encourage students to use the correct mathematical language and model the correct grammatical form.
- Invite a boy and girl from the age levels older and younger than students in your class. Compare the heights of these children by ordering them from tallest to shortest and by ordering them by ages. Estimate, confirm and draw conclusions.

The New Baby

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