

In the Afternoon

PM Level 14/15

Green

Text Type Description

Running Words 158



Preparing for Guided Reading

Orientation to the Text

- Time is a measure of the hours, days, months and years through which we live. In these two child-centred books, time is measured by associating each hour with the sequence of events experienced during a child's regular morning and afternoon activities.
- Give students some small strips of paper. Ask them to write several captions about what they do in the afternoons. This could be an individual or a group activity. Have students paste their captions onto a time chart. Discuss the sequence of events which happen in an afternoon.

Prior Knowledge

- Allow students to discuss regular events that occur in the afternoon.
- Talk about daily events that indicate the passing of time, e.g. meals, bath time, bed time.
- Look at various types of clocks and identify a clock as a regular timekeeper.
- Discuss different ways time can be measured, e.g. using a clock, day and night, the seasons.

Key Language Structures

- Some sentences contain a dependent and an independent clause, e.g. *We will all sit down to eat when Dad comes home.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

drink, meet, our, sing, something, time, when

Content Words

afternoon, o'clock, pictures, something, song

Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.

Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.

- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; re-reading; reading on.
- Emphasise reading with fluency. Teach students to use commas to separate information in a sentence into readable units.

Focusing on the Book – Guided Reading

- Discuss the title and cover photograph. Ask students if the characters in this book are the same as in *In the Morning*. Look at the title page photograph and talk about what the children do after school.
- Talk about the hourly times recorded on each spread as an analogue clock and a digital clock.
- As the pages are read, ask,
What happens at one o'clock?
Who came to meet the girl in the book?
What time is it when the sisters play outside?
When does the mother get home from work?

Comprehension

- What do the children do after the teacher has read them a story? (*Literal*)
- Why does the boy's gran stay with him after school? (*Inferential*)
- Why does the boy set the table? (*Inferential*)

Follow-up Activities

- Play the game 'What's the time, Mr Wolf?'
- Discuss the words *before* and *after*. Ask students to fold a piece of paper into three parts and to draw or write in the middle part something that they do most days. On either side, they can write about what they usually do before and after that event.
- Discuss day and night. Demonstrate how to show the sequence of time from one day to the next. Fold a long strip of paper into four equal spaces. Explain that two are for night, one for morning and the other for afternoon. Draw appropriate pictures, then join the paper to form a circle.

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Learning Intentions

- We are learning to actively decode words while reading at a consistent pace.
- We are learning to think beyond the text.

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Success Criteria

- I can use word parts to help me decode fluently, e.g. onset and rimes, compound words, spelling clusters.
- I can differentiate between known and new information about a topic as I read.

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Guided Reading Notes

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