

In the Morning

PM Level 14/15

Green

Text Type Description

Running Words 214



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.
- Before introducing the books, draw students' attention to classroom routines and the time they happen, e.g. marking the roll, news, reading groups.

Prior Knowledge

- Allow students to discuss regular events that occur in the morning.
- Talk about daily events that indicate the passing of time, e.g. breakfast, catching the bus to school, playing with friends.
- 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 have two independent clauses joined with a conjunction, e.g. *My teacher smiles at me, and I smile at her.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

lunch, our, over, say, smile, Soon, time, write

Content Words

afternoon, o'clock, pack, wash, write

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

- Read the title. Discuss the cover photograph and link it to morning events in your classroom. Look at the title page photograph and talk about what students do before they come to school.
- Read pp. 2–3 and link the events with students' own experiences. Some students may live near busy roads and hear early morning traffic noises while others may not. The important thing here is the association of time through familiar routines. Observe the three different ways of telling the time.
- Look at the photographs and read the times on each spread. Talk about what is happening and read the text to confirm. Talk briefly about the importance of a healthy breakfast.
- Read the time and discuss the maths problem that the girl has to solve. Have some toy cars available so students can model the problem.

Comprehension

- What does the boy hear when he wakes up? (*Literal*)
- Why does the boy read his book to his mum? (*Inferential*)
- Why does the boy walk to school with his big sister? (*Inferential*)

Follow-up Activities

- Classify events by whether they happen in the morning or afternoon. Write students' ideas on charts.
- Make clocks from paper plates. Attach firm cardboard hands with split pins so that they are movable. Practise making the times mentioned in *In the Morning* and *In the Afternoon*. You may wish to use the shorter hour hand only until students can understand that this hand gives the hour. Then introduce the longer minute hand.
- Discuss situations when the precise measurement of time is necessary, e.g. a bus, train or plane timetable, the timer on a microwave, an alarm clock. Each student could select something from the list and find out more about it.

In the Morning

Date _____

PM Level 14/15

Green

Learning Intentions

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

• _____

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.

• _____

Guided Reading Notes

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