

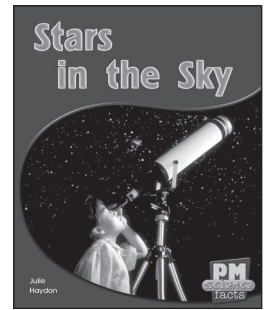
Stars in the Sky

PM Level 14/15

Green

Text Type Report

Running Words 211



Preparing for Guided Reading

Prior Knowledge

- Talk about the colour of the stars in relation to the heat radiated from them.
- Discuss the star pictures. Explain how the shapes are formed.

Orientation to the Text

- In this book, the reader learns about stars, including our sun. The text discusses the colours of stars, their distances from Earth, and how people have used the stars for navigation.

Key Language Structures

- Longer, more complex sentences: *Today, people can find their way by looking at the stars, too.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

ago, far, give, how, much, need, people, small, tell, than, their, warm

Content Words

stars, sky, night, hottest, coolest, sun, bigger, smaller, ships, cloudy, pictures, telescope, photographs

Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments.

Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e.g. *Read that sentence again. The words have to make sense and sound right.*
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ...? How did you know that word was ...?*
- Emphasise reading with fluency that encompasses understanding.

Focusing on the Book – Guided Reading

- Have students share their experiences of looking at the stars at night. Explain that stars are much further away than they look.
- Ask students what colour stars they have seen. Are they surprised that blue stars are the hottest stars and red stars are the coolest?
- Discuss the fact that the sun is a star, and that we need the sun's light and heat to keep Earth warm.
- Explain that the sun looks very big to us because it is much closer to Earth than all of the other stars.
- Discuss how people see pictures and shapes when they look at the stars. Ask students if they think the star pictures on pp. 12–13 look like a lion and a bull.
- Have students compare the size of the telescopes on pp. 14–15. Mention that some stars are so far away that we can't see them without a telescope.
- Discuss the sounds: *-ar, -ell, -ive, -ound*. Have students find words in the book with these sounds.

Comprehension

- Do you think the sun is near Earth or very far away? Why? (*Inferential*)
- How do you think the stars helped people on ships to find their way? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: writing rhyming words, then rewriting them to complete sentences; colouring stars in accordance with how hot/cool they are; reordering words to write sentences from the book; choosing words to complete a sentence, then drawing a picture to match.
- Have students discuss their experiences of looking at stars in the night sky. Ask them to write a few sentences about a particular experience. Ask, *Where were you? Was it late at night?*
- Show students a map of the stars in your hemisphere. Ask them to look for patterns in the stars, like the lion and bull on pp. 12–13. Have them identify their own star pictures and draw the rest of the creature/item that they see.

Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell events in the text and include details that elaborate on the main ideas.
- _____

Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.
- _____

Guided Reading Notes

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