

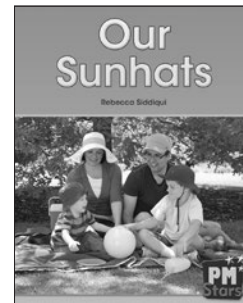
Our Sunhats

PM Levels 5/6

Red

Text Type Description

Running Words 112



Preparing for Guided Reading

Orientation to the Text

- Explain that the book describes four different sunhats.
- Read the title. Discuss the cover photograph. Introduce the family members. Ensure students understand why the word *our* is used in the title.
- Read the list of contents and note the page numbers. Find the chapter headings on the corresponding pages. Identify from the chapter headings the four hats that are being described.

Prior Knowledge

- In this book, a child describes the four sunhats worn by himself, his mum, his dad and his younger brother, Ben. He describes what the sunhats look like, what features they have and why they are *good on sunny days*.

Building the Balanced Reader

Concepts About Print

- Introduce the structure of a sentence.
- Revise capital letters and full stops.
- Understand the concept of first and last words.

Vocabulary

Key High-frequency Words

days, it, likes, stays, they, this, today, with

Content Words

brim, face, heads, our, strap, sunhats, sunny

Decoding

- Encourage quick recognition of high-frequency words.
- Identify present-tense verbs, e.g. *go, stays, likes*.
- Discuss the ending *-ing* in *going* and *looking*.
- Talk about the singular and plural forms of these words: *sunhats, heads, days, flowers*.
- Identify the word *sun* in the words *sunhat* and *sunny*.
- Explain the purpose of a possessive apostrophe, e.g. *Dad's sunhat, Mum's sunhat, Ben's sunhat*.
- Talk about the attributes described by these adjectives: *green, red, big, good*.
- Talk about these compound words: *sunhat, today*.

- Revisit the purpose of full stops, i.e. *a full stop comes after the last word in a sentence and tells us the sentence is finished*.

Fluency and Phrasing

- Ask questions that teach students to cross-check word predictions against meaning and structure. Ask, *Does that word sound right? Does it make sense? Does it look right? Would you like to try that again?*
- Demonstrate and praise reading with fluency and phrasing. Teach students to pause after a full stop, comma or question mark.
- Revisit the structure of a description.

Focusing on the Book – Guided Reading

- Study the photographs on each page before reading the book. Explain the purpose of the vignettes. Introduce key interest words.
- Ask questions that encourage students to link descriptive vocabulary with prior knowledge. Notice similarities and differences between the sunhats, e.g. *Mum's sunhat is big but Ben's sunhat is little*.
- Explain the purpose of the glossary on page 16. Find the glossary words within the book. Notice that they are presented in bold font.
- Invite students to share a description of the sunhats.
- Make a list of words that begin with *sun*, e.g. *sunhat, sunshine, sunscreen*.

Comprehension

- What colour is the ribbon on Mum's hat? (*Literal*)
- What does Ben's hat look like? (*Literal*)
- Who went for a run? (*Literal*)
- Why does the boy's sunhat have a big brim? (*Inferential*)
- Why do some sunhats have straps? (*Inferential*)
- Why are sunhats good on sunny days? (*Inferential*)

Follow-up Activities

- Have students describe their own sunhats. Discuss similarities and differences. Ask questions such as: *Whose sunhat is this one? What colour is it? Does it have a brim?*
- Provide opportunities for students to write sentences about their sunhats.
- Revisit protection you can use when outside on sunny days, e.g. *sunscreen, sunglasses, t-shirts*.

Our Sunhats

Date _____

PM Levels 5/6

Red

Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to make connections with the text.

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Success Criteria

- I break words up by using my knowledge of letters, sounds and spelling patterns to help me to read unknown words.
- I can make and discuss connections between the text and my own life.

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Guided Reading Notes

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