

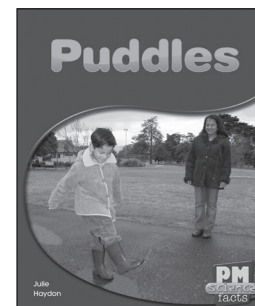
Puddles

PM Level 5/6

Red

Text Type Description/Explanation

Running Words 115



Preparing for Guided Reading

Prior Knowledge

- Talk with students about their experiences of going outside after rain, and of playing in puddles.
- Predict the content of each chapter listed on the contents page.

Orientation to the Text

- In this book, a boy and his mum go to a park after it has rained. They observe puddles, and notice that they shrink and disappear when the sun comes out.

Key Language Structures

- Use of first-person present tense to convey information in a personal tone.

Building the Balanced Reader

Concepts About Print

- Revisit letter names and sounds: *Ss, Pp, Ww*.
- Reinforce first and last letters of a word.

Vocabulary

Key High-frequency Words

inside, it, runs, some, they, walk, where, with

Content Words

sky, grey, raining, water, road, gutters, park, puddles, sun, shining

Decoding

- Recognise high-frequency words within the text.
- 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

- **Cover** Talk about the book title, and discuss what the boy is doing in the photo.
- **pp. 2–3** Ask students to look at the raindrops on the window, and at the grey sky. Ask, *How do you think the boy feels about the rain?*

- **pp. 4–5** Discuss the fact that rain is small drops of water. Ask, *Where can the boy see water in the photograph?*
- **pp. 6–7** Direct students to look at the road and the gutter. Ask them why they think water would build up in the gutter.
- **pp. 8–9** The boy and his mum look happy to be going out to the park. Talk about their clothes, and why they are wearing waterproof boots even though the rain has stopped.
- **pp. 10–11** Talk about puddles, and how they form. Discuss the fact that they require a dip in the ground where the water can build up.
- **pp. 12–13** The boy comes back to the park later that day. Ask, *What has the sun done to the water in the puddles?*
- **pp. 14–15** More time has passed and the puddles cannot be seen. Ask students what they think has happened to the puddles.
- Find these words in the book: *grass, grey; trees*. Use **PM Alphabet Blends** *gr* and *tr* to reinforce these sounds.

Comprehension

- Why do you think that sometimes the sky is grey? (*Inferential*)
- Where do you think water goes after it runs into gutters? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: ordering sentences from the story by numbering boxes; writing initial blends to complete nouns; choosing correct pronouns to complete sentences; choosing correct prepositions to complete sentences.
- On a sunny day, conduct a simple experiment to show how water evaporates. Put a small amount of water on two plates or plastic lids. Leave one in a sunny area and the other in the shade nearby. Check back after a few hours to compare the amount of water on each plate.
- Talk about the fun that can be had playing in puddles. Have students draw a picture of themselves playing in a puddle, wearing appropriate shoes and clothes.

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Date _____

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.
- _____

Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks and words printed in bold in the text.
- _____

Guided Reading Notes

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