

Toys and Play

PM Level 5/6

Red

Text Type Poetry

Running Words 196



Preparing for Guided Reading

Orientation to the Text

- Re-read **PM Guided Reading** and **PM Plus Story Books** linked to the theme 'Toys and Play'. Discuss the toys and the play activities in each story.

Prior Knowledge

- This book has many small verses for students to recite individually or in small groups. Common play situations and the rhythmical patterns of the language will assist students to decode unknown words.

Building the Balanced Reader

Concepts About Print

- Explain that verse has a different text layout.
- Listen to the sounds that rhyme.
- Encourage the use of initial letter and picture match to decode unknown words.

Vocabulary

Key High-frequency Words

here, is, little

Content Words

zoo, tiger, bear, elephant, animals, ball, fly, kite, high, sky, net, pole, tunnel, hole, side, ladder, slide, Teddy Bear, hiding, chair, cars, play, dolls, house, stairs, tables, chairs, beds, door, carpets, floor, cat, sleeping, mat, tree

Decoding

- Locate most high-frequency words.
- 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

- The verses could be studied over a period of several days.
- **Cover** Read the title to students and discuss the illustrations.
- **Pages 2–16** Discuss each illustration. Encourage students to share their own experiences about toys and play as they find an illustration of

personal interest. Read each verse twice to students. Have students read each verse aloud, as a group. Observe students as they read the verses independently. Provide any individual support that may be required.

Comprehension

- Which animals are in the boy's zoo? (*Literal*)
- What does the girl do with the ball? (*Inferential*)
- What is the setting for the poem *Let's go ...?* (*Inferential*)

Follow-up Activities

- Ask students to select their favourite verse from the book to learn from memory. Have them paint a picture to go with their selected verse. Invite another class to listen to the verses as they are recited.
- Have students make collage pictures of themselves to attach to a mural of a playground. Paste enlarged copies of each verse to the mural for use as an additional reading activity.

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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 word 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, i.e. objects that are taller than me in the classroom.

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Guided Reading Notes

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