

# Where Is Hannah?

PM Level 5

Red

**Text Type** Recount

**Running Words** 142



## Preparing for Guided Reading

### Orientation to the Text

- Conduct a class physical education lesson using a variety of gym equipment (if possible) e.g. mats, beams, hoops, etc. Give students plenty of time to show you what they can do. Encourage students to experiment with a number of different activities, e.g. rolling, jumping, swinging, balancing, climbing, etc. Discuss the range of activities completed. Prompting students with the oral vocabulary soon to be seen in *Where Is Hannah?* will help them to decode new words.

### Prior Knowledge

- Hannah, a lively new character, displays excitement and energy as she explores a gymnasium for the first time.
- Many high-frequency words are reinforced within the meaningful context.

### Key Language Structures

- This book reinforces the use of different punctuation marks, including speech marks, the exclamation mark and the question mark.

## Building the Balanced Reader

### Concepts About Print

- Opposites – up, down; on, under.
- Picture interpretation and context clues.
- Re-read **PM Alphabet Starters** and **PM Alphabet Blends** to help students with the new interest vocabulary. Find: *r – rope, l – ladder, sw – swing*.

### Vocabulary

#### Key High-frequency Words

*away, I'm, She, went, Where*

#### Content Words

*gym, ladders, Mum, rope, shouted, swing, trampoline*

### 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

- Introduce Hannah as a new character.
- Discuss the cover illustration. Ask students to predict what activities Hannah might try at the gym. Talk about the thick mats that cover the floor at the gym.
- Read the story together. Look for picture clues which support the text. Ask students,  
*Did you guess the activities?*  
*What activities were different?*  
*What activities were the same?*  
p. 10 – Ask, *What is Mum looking at? Does she know what Hannah is going to do?*  
p. 12 – Talk about Mum being worried because she can't see Hannah. Perhaps Hannah has run outside the gym?  
p. 14 – Encourage students to read the second *Hannah* in loud, anxious voices. Discuss why we are doing this.
- Ask students to read the story independently.

### Comprehension

- What did Hannah jump up and down on? (*Literal*)
- Why didn't Mum know that Hannah had climbed up the ladder? (*Inferential*)

### Follow-up Activities

- Talk about activities students do after school and on the weekends. Write these statements on individual sheets of paper and ask students to illustrate them. Display their work on the sides of a large, painted cardboard box, or as a floor story.
- Role-play a variety of actions, e.g. jumping, hopping, running, etc. Talk about the way our body moves in each action. Focus on one action which is achieved in a variety of ways. Make an enlarged book or wall chart.
- Ask students to draw pictures of Hannah on equipment at the gym. Display the pictures with captions on a wall chart. Cover the positional vocabulary with a flap.

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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.

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## 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.

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## Guided Reading Notes

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