

Where is it Safe to Play?

PM Level 5/6

Red

Text Type Exposition

Running Words 103



Preparing for Guided Reading

Orientation to the Text

- Discuss the word *safe* with students to find out their understanding of the concept and how it affects them personally. Accept all ideas and write them on a chart to read back to students. Encourage further discussion.

Prior Knowledge

- This text provides opportunities for students to think, reason and give their opinion about safe places to play.

Building the Balanced Reader

Concepts About Print

- Discuss the text and photographic layout.
- Clarify understanding of questions and answers.
- Reinforce the integration of meaning, structure and visual cues.

Vocabulary

Key High-frequency Words

grass, into, run

Content Words

safe, play, Baby, play, garden, big, fence, pool, school, teachers, ball, road, park, Cars

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

- **Cover** Read the title to students pausing for them to respond. Study the photographs on the cover and the vignette on the title page.
- **Pages 2–3** Have students share any first-hand experiences of younger family members and keeping them safe.

- **Pages 4–7** Talk about fences. Relate the concept to the baby's playpen on the previous page. Discuss why it is important for swimming pools to be fenced.
- **Pages 8–9** Ask, *Why is it safe to play at school?* Study the photograph and list some of the reasons why school is a safe place to play.
- **Pages 10–13** Talk about road traffic. Before turning the page, discuss possible solutions to the text question on page 13.
- **Pages 14–16** Encourage the sharing of ideas.

Comprehension

- Which places are safe to play at? (*Literal*)
- Why is it safe to play at school? (*Inferential*)
- Why is it not safe to play on the road? (*Inferential*)

Follow-up Activities

- Make an enlarged book about situations where students feel safe. Record a question with the text. Add illustrations. Use this book often for additional reading and as a discussion starter.
- Establish three rules for the classroom that would help to keep students safe. Write these rules on a large chart for students to decorate.
- Fold a long strip of paper concertina style. Cut it into the shape of a person. Open the paper to show a row of people holding hands. Ask students to give situations when it is a good idea to hold hands in order to keep safe, e.g. *A big person should hold our hand when we cross the road.*

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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