

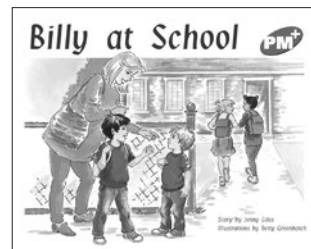
# Billy at School

PM Level 9

Blue

**Text Type** Narrative

**Running Words** 163



## Preparing for Guided Reading

### Orientation to the Text

- Read *Sally's Friends* (PM level 9). Talk about Emma's behaviour and Sally's feelings of rejection. Discuss words, tone of voice and body language which signal how someone is feeling.

### Prior Knowledge

- Billy will soon be five and is looking forward to school. Two girls unkindly remind him that he's not yet a 'school boy'. Imagine his delight when a teacher thinks that he is already a 'school boy'.

### Key Language Structures

- Longer, two-clause sentences encourage the development of students' thought and language skills.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*bell, but, can't, gone*

#### Content Words

*school, slide, teacher*

### Decoding

- Recall most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by re-reading a word/sentence.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.
- Use voice intonation to convey meaning when reading words in bold print.

### Focusing on the Book – Guided Reading

- Remind students that this is another story about Jack and Billy. Read the title and discuss the cover illustration.
- Discuss Billy's disappointment at being spoken to as though he is younger than his age.
- Mum and Jack are aware of Billy's disappointment. What do they say?

- Discuss the need for supervision when using playground equipment.
- Encourage students to first predict meaning, then confirm by checking with visual and structural information.
- Observe Billy's surprise! Talk about the teacher's error which restored Billy's positive attitude.
- Reinforce voice intonation to convey meaning.
- Recognise blends: *st – stay, sc – school, sl – slide, pl – please*. Use the **PM Library Alphabet Blends** books to reinforce understanding.
- Discuss compound words: *inside, birthday*.

### Comprehension

- Why did the big girl say Billy couldn't stay with them? (*Literal*)
- What did Billy do while his mum visited the teacher? (*Inferential*)
- How did Billy feel in the end when the teacher said he looked like a school boy? (*Inferential*)

### Follow-up Activities

- Discuss the safety rules necessary when children use playground equipment. Write down ideas in the middle of a large piece of paper. Invite students to draw pictures of themselves implementing the rules, around the outer edges of the paper. Display in a prominent place.
- Talk about feelings of acceptance and pride in oneself. Ask the children to recall words spoken to them that made them feel good about themselves. Provide each student with a star-shaped piece of paper. Invite them to write about these feelings. Provide glitter and have students sprinkle it over their writing. Display randomly around the classroom.

## Learning Intentions

- We are learning to identify the problem in the narrative and suggest possible solutions.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

• \_\_\_\_\_

## Success Criteria

- I can identify the problem in the narrative and suggest a possible solution.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

• \_\_\_\_\_

## Guided Reading Notes

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