

Playing with Milly

PM Level 9

Blue

Text Type Narrative

Running Words 153



Preparing for Guided Reading

Prior Knowledge

- Talk about some of the games that students like to play when they go to a park.
- Discuss how children with disabilities can find it difficult to participate in some types of games.

Orientation to the Text

- In this story, Mum takes Tessa and Alice to the park, where they start a game of 'Hide and Seek'. When Milly, a new girl from school joins them, the girls find an activity that Milly can enjoy despite her physical disability.

Key Language Structures

- Use of dialogue to add interest and pathos.
- Longer, more complex sentences: "I can walk, but I can't run fast like you can."

Building the Balanced Reader

Vocabulary

Key High-frequency Words

but, can't, fast, find, from, getting, out, new, saw

Content Words

Mum, Tessa, Alice, park, hide, seek, Milly, school, swings

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.

Focusing on the Book – Guided Reading

- **Cover** Talk about the girls on the front cover, and the fun they seem to be having on the swings.
- **pp. 2–3** Ask, Which character do you think is hiding and which character is seeking? Do you think Tessa is happy to be the 'seeker'?
- **pp. 4–5** Tessa is looking over Milly, a girl she knows from school. Ask, What is Milly using to help her walk?

- **pp. 6–7** Ask, Do you think Milly is happy about being invited to join in the girls' game?
- **pp. 8–9** Ask, Why does Milly think she won't be able to play 'Hide and Seek'?
- **pp. 10–11** Tessa invites Milly to play. Ask, Do you think the girls will need to find a different activity so that they can all play together?
- **pp. 12–13** Ask, What does Tessa suggest they play instead of 'Hide and Seek'? Do you think Milly likes Tessa's idea?
- **pp. 14–15** Ask, Why do you think Mum is happy for the children to play on the swings?
- **p. 16** Ask, Why do you think this is a good activity for all of the girls?

Comprehension

- Why do you think Tessa asked Milly to play 'Hide and Seek'? (Inferential)
- What else do you think Milly could have played at the park? (Inferential)

Follow-up Activities

- Direct students to complete the BLM activities: writing –ay to complete the rhyming words, then choosing the correct words to complete sentences; using provided phrases to complete sentences before numbering them in story order; writing sentences from the story using provided words; unscrambling letters to make words, then writing the words to complete sentences from the story.
- Discuss with students why it is important to make sure people of all abilities can join in with the games they play. Have students make a list of games that a child with walking difficulties could easily join in with.
- Ask students to think of the most interesting places they can think of to play 'Hide and Seek'. Have them draw a picture of their ideal hiding location, including labels for hiding spots.

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