

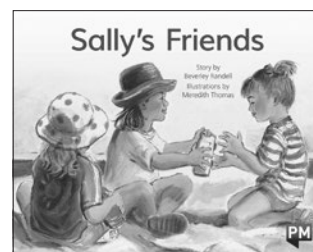
Sally's Friends

PM Level 9

Blue

Text Type Narrative

Running Words 130



Preparing for Guided Reading

Orientation to the Text

- Read together *A Friend for Little White Rabbit* (PM level 8).
- Discuss the feelings of the little rabbit, when it was rejected by the other animals, and then when the little brown rabbit reached out in friendship.

Prior Knowledge

- This is the fourth book about Sally. The other three books show that Sally has a secure and loving relationship with her mother. It is this security that allows her to forgive Emma, and makes her behaviour consistent.
- 'Reading between the lines' is an important skill in this book about children's emotions. The illustrations should be 'read' as well as the text.

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

can't, climb, having, let's, made, make, making

Content Words

sandpit, tunnels

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

- Study the cover illustration in relation to the title. Encourage students to comment on the facial expressions and hidden feelings of the characters.
- Read p. 3 to students. Discuss Emma's behaviour and Sally's feelings of rejection.

- Study the illustration on p. 4 carefully. Read p. 5 together. Ask, *Why has Sally cheered up?*

Encourage students to comment on actions, body language and emotions. Pp. 12 and 14 have clear illustrations that show Sally's hurt feelings. Emma's anxiety and guilt are evident.

- Read the story independently.
- Discuss the consonant blends: *cl* – *climb, clever, clue*; *pl* – *play, please*.
- Identify the compound words – *sandpit, into*. Encourage students to break these words into two smaller words.
- Discuss the contractions – *can't, let's, I'm, it's*. Ask students to say the long form of these words.
- Reinforce picture interpretation as a means of further understanding the text.
- Identify the verb tenses *make, making, made* within the text.

Comprehension

- Who helped Sally make a tunnel in the sandpit? (*Literal*)
- Why did Emma want to play with Sally and Rebecca in the sandpit? (*Inferential*)
- Why did Sally let Emma play in the sandpit, too? (*Inferential*)

Follow-up Activities

- Make a wheel of friendship. Display it on brightly coloured card.
The students will enjoy turning the wheel as they read each other's stories.
- Discuss friendships. Talk about feelings of acceptance and rejection.
Record the students' ideas about making and keeping friends on a class chart. Students can refer to it when they need to.

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