

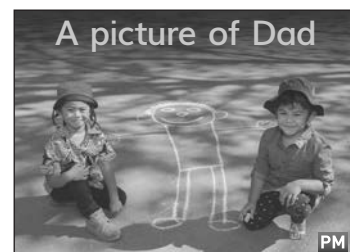
A picture of Dad

PM Level 2

Magenta

Text Type Description

Running Words 32



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with the names of basic body parts.

Orientation to the Text

- A boy and his sister draw a picture of their dad, describing it as they work.

Key Language Structures

- The repetitive structure, *Dad's _____ goes here* is used, with a different noun to describe what the children are drawing on each page.
- An apostrophe of possession is used throughout to show which part of Dad the children are drawing, e.g. *Dad's nose goes here*.

Building the Balanced Reader

Concepts About Print

- Ensure that students are familiar with the skills involved in handling and reading a book – awareness of the front and back of the book, the starting point for reading, page turning and directionality, word-by-word matching.

Vocabulary

Key High-frequency Words

go, goes, here

Content Words

arms, Dad's, ears, eyes, feet, hands, legs, mouth, nose

Decoding

- Look at the word *goes*. Ask, *What sounds can you hear in 'goes'? What sound does the 's' make?*
- Prompt students to get their mouths ready for the first letter in each word.

Fluency and Phrasing

- Practise reading each page together several times to become more fluent. Read the whole book a second time once you have finished.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Invite students to suggest what the setting of the book is. Ask, *Who can you see on the front cover? Who do you think the picture is of?*

- Read p. 2 together. Ask, *What words do you know that rhyme with 'nose'?* Have students try out each suggestion by saying the word *nose* followed by their rhyming word.
- Look at pp. 4–5 together. Ask students to point to the full stop. Ask, *What do you do when you get to a full stop?* Point out the apostrophe in *Dad's* and explain what it is there for.
- Read to p. 9. Ask, *What is the girl drawing now? How do you know?*
- Look at p. 12 with students. Ask them to find the punctuation and tell you what it is there for.
- Continue to p. 16. Read the word *feet* together and ask students to suggest words that rhyme with it.
- Reread the text focusing on the connection between the words and the pictures.

Comprehension

- Who were the boy and girl drawing? (*Literal*)
- Why did the boy and girl use chalk for their drawing? (*Inferential*)
- Do you think Dad liked the picture? Why or why not? (*Inferential*)

Follow-up Activities

- Talk about the drawing of Dad in the text and list the different body parts the children included. Ask each child to draw a different teacher in the school, including the same features and adding more if they would like. Have children describe their pictures to a partner before giving them to the relevant teachers.
- Sing the song 'Heads, shoulders, knees and toes' with students. Make up your own class version using different body parts, encouraging students to find rhyming words where possible.
- Revise how apostrophes can be used to show possession. Model writing a brief story about different items belonging to students in the class, e.g. *This is Macy's pencil. This is Jack's hat*. Ask students to write and illustrate their own story following your model.

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Learning Intentions

- We are learning to recognise punctuation.
- We are learning to make rhyming words.

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Success Criteria

- I can explain what full stops and apostrophes are used for in the text.
- I can identify words that rhyme with nose and feet.

• _____

Guided Reading Notes

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