

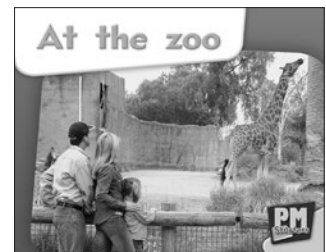
At the zoo

PM Level 2

Magenta

Text Type Repetitive

Running Words 40



Preparing for Guided Reading

Orientation to the Text

- Ask students who have been to a zoo to talk about their experience.
- Show students pictures of 'wild' animals. Help them to name and recognise the different animals.

Prior Knowledge

- This book is about the different animals that can be seen in a zoo.

Key Language Structures

- One sentence, return sweep. Five words.
- Verb + conjunction + verb + article + noun.
Come + and + see + the + bear.

Building the Balanced Reader

Concepts About Print

- Turn to page 2. Explain that this is one long sentence. Demonstrate how to return to the left to complete the second line of the sentence. Reinforce left-to-right reading.

Vocabulary

Key High-frequency Words

and, Come, see, the

Content Words

elephant, giraffe, kangaroo, tiger, bear, monkey, zebra, hippopotamus

Decoding

- Locate some high-frequency words in the text.
- Recognise words with the support of meaning, language and structure.

Fluency and Phrasing

- Point and read at a consistent steady rate.
- Observe the purpose of commas and full stops by stopping for periods.

Focusing on the Book – Guided Reading

- Discuss the cover and title page photographs. Read the title.

- Ask, *What animals do you think we will see in the book?* Confirm students' ideas by discussing the photographs before reading the book. Ensure that they practise consistent directional and one-to-one word-matching behaviours.
- Write the word *zoo* on the whiteboard and the word *zebra* directly underneath it. Discuss visual and phonemic similarities.

Comprehension

- Which animal had a long trunk? (*Literal – picture interpretation*)
- Why do you think the bear was growling? (*Inferential – picture interpretation*)

Follow-up Activities

- Copy the words from the book onto cards. Encourage students to form sentences that match the text in the book. (Each animal can be illustrated, offering a visual clue to students.)
- Re-read PM Alphabet Starters s. List words that begin with 's' on a chart. Select students to trace over the s in each word to make it bold. Have students draw pictures of things that begin with 's' for the chart.
- Provide students with finger paint (tempera paint thickened with cornflour) to spread over pieces of paper. Ask each student to draw a wild animal with their finger. When the pictures are dry, glue each onto card. Join these to make a group concertina book. Add captions similar to those in the book.
- On sheets of paper draw outlines of the animals in the book. Invite students to glue collage materials onto the shapes, e.g. a fluffy material for furry animals.

At the zoo

Date _____

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Learning Intentions

- We are learning that when we read our voice needs to match the print.
- We are learning to use different strategies to help us to read unknown words.

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Success Criteria

- I can make return sweeps to read two or more lines.
- I can use the first letter of a word, as well as meaning, to help me to read some unknown words.

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Guided Reading Notes

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