

Big and little

PM Level 2

Magenta

Text Type Repetitive

Running Words 68



Preparing for Guided Reading

Orientation to the Text

- Read the books *Big sea animals* and *My little cat* (PM level 2) to students. Study the words *big* and *little* visually, orally and aurally. Talk about the size of the objects in the books.

Prior Knowledge

- This book shows the comparative difference in the concept of what is 'big' and what is 'little'. It features photographs of animals with their young.

Key Language Structures

- This book introduces the new high-frequency words, *big* and *little*.

Building the Balanced Reader

Concepts About Print

- Associate upper- and lower-case letters: A, a.
- Study the new high-frequency words *big*, *and* and *little* in context.
- Focus on the use of an upper-case letter to begin a sentence.

Vocabulary

Key High-frequency Words

A/a, is, big, and, little

Content Words

horse, foal, cow, calf, sheep, lamb, dog, puppy, cat, kitten, duck, ducklings, hen, chicks, Mum, I

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

- **Cover** Read the title with students. Relate the words *Big* and *little* to the cats. Focus on the visual pattern and sound of the word *and*. Talk about the relationship between the kitten to the cat. Ask the student to read the title page.

- **Pages 2–16** Focus on animals which may be beyond students' experience. Link the interest words with the photographs. The sound of the initial letter can also be used as an entry to these words. Note the changes in the text pattern.
- **Pages 2–3** Focus on the visual pattern of the upper-case A as a word at the beginning of a sentence. Point out the *a* as it appears later in its lower-case form. Some students may understand that A/a is both a letter and a word. Read the text with the students. Focus on the words *horse* and *foal*, and relate them to the photograph.
- **Pages 4–15** Guide students through the book allowing them to practise the decoding skills they are acquiring. Discuss the similarities and differences between the animals and their young.
- **Page 16** Direct students' attention to the changes in the text, if they do not make the necessary adjustments independently.

Comprehension

- What animals can be 'big' and 'little'? (*Literal*)
- Can you think something else that is 'big'/'little'? (*Inferential*)

Follow-up Activities

- Have the students paint a picture of themselves with an older or younger member of their family. Assist them to add a caption, e.g. *Dad is big and I am little*.
- Write the headings *Big things* and *Little things* on two charts. Have the students draw appropriate pictures.

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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