

# Big sea animals

PM Level 2

Magenta

**Text Type** Repetitive

**Running Words** 77



## Preparing for Guided Reading

### Orientation to the Text

- Ask students to bring books and pictures about big sea animals to school. As a result of discussing this material, students will become familiar with some of the names of the animals which they will meet in the book.

### Prior Knowledge

- This book focuses on the concept of 'big'. To convey the meaning of the word *come*, a student is pointing to each animal in turn, while talking to her parents.

### Key Language Structures

- This book features repetitive sentences that begin with the new high-frequency word, *Come*.

## Building the Balanced Reader

### Concepts About Print

- Ensure that the return-sweep procedure is secure and reinforce directionality.
- Make text and picture links.
- Associate upper- and lower-case letters: *T*, *t*.

### Vocabulary

#### Key High-frequency Words

*Come, and, look, at, The/the, is, big*

#### Content Words

*fish, crocodile, turtle, dolphin, stingray, octopus, sea lion, shark*

### 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** Some students may not have visited this type of sea-animal exhibition before. Study the cover photograph and encourage students who are familiar with such places to talk about

their experiences. Read the title, focusing on the meaning of the word *Big*. Have students read the title page and suggest how a turtle might swim.

- **Pages 2–3** Read the text with students, modelling the correct intonation and relating the speech to the student shown. Focus on the visual pattern and sound of the word *Come*. Point out that the sound of the word *The/the* does not change when an upper-case letter replaces the lower-case *t*. Discuss the fish and its type.
- **Pages 4–15** Guide students through the book allowing them to practise the decoding skills they are acquiring. Discuss each animal in turn and use the photographs in the book and the initial letter of each word to decode the names of the animals.
- **Page 16** Monitor students' reading of the change in text pattern.

### Comprehension

- Was the crocodile big or little? (*Literal*)
- Who do you think the girl was talking to? (*Inferential*)

### Follow-up Activities

- As a class, make a mural background of the sea. Have students make three-dimensional models of the sea animals featured in the book. Draw large outlines of these animals for students to colour and cut out. Staple two identical outlines together and have students fill their model with crumpled newspaper. Attach the animals to the mural. Add the caption, e.g. *Come and look at the big sea animals*.

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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