

Climbing

PM Level 2

Magenta

Text Type Repetitive

Running Words 48



Preparing for Guided Reading

Orientation to the Text

- Discuss the things that students like to climb on when they are playing. Write their ideas on a chart. Invite them to add illustrations.

Prior Knowledge

- This book features things you can climb on. Students should be familiar with the preposition *up* and *on*.

Key Language Structures

- One sentence, return sweep. Six words.
- Pronoun + verb + adverb + adverbial phrase
She + is + up + on the wall.

Building the Balanced Reader

Concepts About Print

- Teach the word *top* in relation to the position of the text on the pages. Identify the *top* and *bottom* of each picture.

Vocabulary

Key High-frequency Words

is, on, She, the, up

Content Words

wall, fort, slide, swing, gate, stool, ladder, bunk

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

- Read the title of the book. Discuss the cover and title page photographs. Ask, *What is the girl climbing on?* Talk about the care that must be taken when climbing on some things.

- Discuss the photographs in the book. Ask, *What is the girl up on now?* Cover the name of each object as the book is read. Ask students to provide the missing word, using the photograph as a clue. Help them to monitor their predictions by offering initial letter cues, e.g. *There will be a w at the beginning of wall. If the word is fort it will have f at the beginning.*

Comprehension

- How did the girl get up to the top bunk? (*Literal*)
- What are some other things the girl could climb up? (*Inferential*)

Follow-up Activities

- Have students find objects in the classroom that are 'up on' something. Invite them to use the language pattern from the book to explain where these things are, e.g. *The map is up on the wall.* Write students' suggestions on cards. Have them read these and point to the objects named.
- Make a class concertina book about places that students climb up on. Scribe their captions and invite them to add illustrations.
- Have students paint the girl from the book climbing up on something that they, too, would like to climb on. Encourage them to write their own caption using the same language structure as in the book.

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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