

# Down the slide

PM Level 2

Magenta

**Text Type** Description

**Running Words** 48



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with the names of different animals and toys that children play with.

### Orientation to the Text

- A girl sends her toys one by one down the slide before following them down herself.

### Key Language Structures

- The repetitive structure, *The \_\_\_\_\_ goes down the slide* is used, with a different noun corresponding to the items the girl is sending down the slide.
- The six-word sentences go across two lines with a return sweep.

## 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

*down, goes, The/the*

#### Content Words

*bear, cat, cow, dog, doll, duck, girl, mouse, slide*

### Decoding

- Look at the two different ways *the* is written in the text. Practise writing it in the air with both an uppercase and a lowercase letter at the start.
- Look at the word *down*. Ask, *What sound do the 'o' and the 'w' make together in this word?*

### Fluency and Phrasing

- Talk with students about what to do when you come to the end of a line while reading. Model reading smoothly through the return sweep to the end of the sentence.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Ask, *What can you see? What do you think is happening in the picture?*

- Read pp. 2–3. Ask, *Where do I start reading? What do I do when I get to the end of the line?*
- Look at pp. 4–5 together. Ask, *What smaller word can you see at the end of 'cat'? What words do you know that rhyme with 'cat'?*
- Read to p. 8. Ask, *What are the two sounds in 'cow'? What words can you make if you change the first letter of 'cow'?*
- Model using expression as you read p. 12. Ask students to read the sentence aloud using appropriate expression.
- Read to p. 16. Ask, *How many sentences are on the page? How do you know?*
- Reread the text. Ask students to describe each item that went down the slide.

### Comprehension

- How many toys went down the slide? (*Literal*)
- Do you think the girl liked going down the slide? (*Inferential*)
- Where do you think the girl was playing? (*Inferential*)

### Follow-up Activities

- Take students outside and let them play on the play equipment. Record their descriptions of the experience of going down the slide or using other parts of the playground using a y-chart to capture what it looked like, sounded like and felt like.
- Take photos of students performing different play activities in the schoolyard. Make a list of the words you might need to describe the pictures on the board. Print the photos and give each student one to write a sentence about. Make a class book of the responses for students to read.
- Give each students a different toy and talk about different things they might get their toy to do in the classroom. Support students to formulate a sentence about their toy orally, such as *The doll is reading a book*, and film each student performing the action with their toy and describing it. Collate the responses into a visual text about your classroom. You may like to encourage students to get creative by giving them the context of imagining what the toys get up to when no one is in the room.

# Down the slide

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## Learning Intentions

- We are learning to identify rhyming words.
- We are learning to read longer sentences.

• \_\_\_\_\_

## Success Criteria

- I can find words that rhyme with some of the words in the text.
- I can read left to right and top to bottom.

• \_\_\_\_\_

## Guided Reading Notes

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