

# Going out

PM Level 2

Magenta

**Text Type** Repetitive

**Running Words** 48



## Preparing for Guided Reading

### Orientation to the Text

- Ask students to bring photographs of places or venues they have visited with their parents or other family members. Talk about each photograph and the things they needed to take with them.

### Prior Knowledge

- This book features a variety of family groups, visiting a range of venues.

### Key Language Structures

- This book introduces the high-frequency words *We* and *to*, and a new language structure which involves more than one person.

## Building the Balanced Reader

### Concepts About Print

- Ensure that directionality and the return-sweep procedures are secure.
- Make text and picture links.
- Encourage the skill of prediction.

### Vocabulary

#### Key High-frequency Words

*We, are, going, to, the*

#### Content Words

*swimming pool, movies, fun park, beach, market, park, party, out*

### 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. (Although the word *Going* is not classified as an early high-frequency word in the **PM Plus** books, some students will now be familiar with the ending *ing*. They may recognise its sound and visual pattern when added to the high-frequency word

*go*.) Ask students to study the illustration and predict where the family might be going. Discuss the equipment they are carrying. Ask students to read the title page and discuss the venue. Write the word **PARK** in upper-case letters on the whiteboard. Write it again in lower-case letters. Note the upper- and lower-case letter links.

- **Pages 2–3** Read the text with students. Discuss the articles the family are carrying. These provide a clue as to the venue. Direct students' attention to the print within the illustration.
- **Pages 4–15** Encourage students to read the text and to search for the clues in the illustrations which will assist them in decoding the interest words. Read the signs to students.
- **Page 16** Observe students who do not adjust to the text change. Reinforce the necessary skills.

### Comprehension

- How many children went to the fun park? (*Literal*)
- What might the family have done at the market? (*Inferential*)
- What was the family planning to do at the park? (*Inferential*)

### Follow-up Activities

- Make a class book using the photographs of students with their families. Write sentences to accompany the photographs. Use the vocabulary from the book.
- Have students paint a picture of their family visiting a special place or venue. Assist them to write a matching caption, e.g. *We are going to the wetlands*.

# Going out

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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