

I am hiding

PM Level 2

Magenta

Text Type Description

Running Words 56



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with asking and answering simple questions.

Orientation to the Text

- A boy hides in different places inside and outside the house. Can you find him?

Key Language Structures

- The repetitive structure, *Can you see me in the _____?* is used, with a different noun corresponding to the boy's hiding place on each page.
- Each page features a return sweep, with a single sentence extending across two lines.

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

Can, in, me, see, the, you

Content Words

basket, box, bushes, flowers, playhouse, shed, tent, tree

Decoding

- Support students to identify the individual sounds in words with initial blends in the text, such as *tree* and *flowers*.
- Look at the word *shed*. Ask, *What sound do the 's' and the 'h' make together? What other 'sh' words do you know?*

Fluency and Phrasing

- Talk to students about how your voice goes up at the end when reading a question. Model this and have students copy you.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Ask, *Why do you think the boy is hiding? When have you hidden from someone?*

- Look at p. 4 together. Say, *Point to the word that starts with 'b'. What sound does the word start with?* Read the whole sentence together.
- Read to p. 9. Point to the question mark and ask, *What is this? Why is it here?*
- Continue to p. 11. Ask students to find the question mark. Practise reading the question out loud with appropriate intonation.
- Read to p. 12 together. Ask, *Where else might the boy hide?*
- Continue to p. 16. Look at the word *playhouse*. Ask students what two smaller words make up the compound word.
- Ask students to reread the text in pairs, focusing on showing where the question marks are by changing their voices as they read.

Comprehension

- What is one place where the boy hid inside the house? (*Literal*)
- Who do you think the boy is hiding from? (*Inferential*)
- Do you think the boy was good at hiding? Why or why not? (*Inferential/evaluative*)

Follow-up Activities

- Look at some hidden object books with students and talk about strategies to try to find the objects. Ask each student to draw a small copy and a large copy of a person or an item to make a class hidden objects picture. Stick the small objects on one side as a key for the larger objects that need to be found in the body of the picture. Students might also draw some additional items to be included in the picture to make the target objects harder to find.
- Play a game of 'hide and seek' in the playground. Clearly define the boundaries for the game and choose a student to do the seeking. When you have finished, write the sentence starter, *I hid _____* and support students to complete it with their hiding place. Ask students to draw a picture to go with their sentence.
- Hide an object in the class for students to find by asking questions about where it is. Talk about what makes a good question to guide students to move beyond simply asking, *Is it in the cupboard? Is it under the desk?* List different question starters to support students. Repeat the activity several times, challenging students to reduce the number of questions they need to find the object.

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Date _____

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Learning Intentions

- We are learning to recognise punctuation and what it is used for.
- We are learning to recognise letters and the sounds they make.
- _____

Success Criteria

- I can identify question marks and explain what they are for.
- I can find words starting with 'b' and say what sound they start with.
- _____

Guided Reading Notes

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