

I go to school

PM Level 2

Magenta

Text Type Repetitive

Running Words 53



Preparing for Guided Reading

Orientation to the Text

- Ask students how they come to school. Write some of their responses on the whiteboard.

Prior Knowledge

- This book is about the different ways children go to school.

Key Language Structures

- One sentence, return sweep. Seven words.
- Pronoun + verb + preposition + noun + adverbial phrase
I + go + to + school + in a car.

Building the Balanced Reader

Concepts About Print

- Notice that some sentences are longer than others.
- Encourage explanations about how to read a return-sweep sentence.

Vocabulary

Key High-frequency Words

a, go, I, in, on, to, school

Content Words

wheelchair, bike, car, taxi, van, bus, boat

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. Look at the cover and title page photographs and discuss how these two students come to school. Have students predict other ways of going to school that might be featured in the book.
- Discuss each photograph with students before reading the text. After reading each page, ask them if they know anyone who travels to school that way.

- Ensure that students are moving left-to-right along each line, and returning to the left before starting to read again.
- Talk about why students in the book go to school in so many different ways.

Comprehension

- How did the first boy go to school? (*Literal*)
- Why do you think the girl was going to school on a boat? (*Inferential*)

Follow-up Activities

- Invite groups to make a concertina book called *The way I go to school*.
- Make a class mural of imaginary ways to go to school, e.g. on an elephant, in the basket of a hot air balloon, etc.
- Invite students to draw a picture of how they go to school. Use their pictures to make a picture graph. Have them count the pictures on the graph to find out how most students in the class or group go to school.

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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