

# Look at me

PM Level 2

Magenta

**Text Type** Repetitive

**Running Words** 48



## Preparing for Guided Reading

### Orientation to the Text

- Ask students to draw pictures of themselves doing favourite classroom activities. Paste these onto paper and make a class book. Add captions.

### Prior Knowledge

- This book is about children doing different activities.

### Key Language Structures

- Two three-word sentences on separate lines.
- Pronoun + verb  
*I + am painting.*
- Verb + preposition + pronoun  
*Look + at + me.*

## Building the Balanced Reader

### Concepts About Print

- Turn to page 2. Explain that there are two sentences on this page. Identify the first word, last word, capital letter and full stop in each sentence.
- Demonstrate how to return to the left side of the page when the first sentence is read.

### Vocabulary

#### Key High-frequency Words

*am, at, I, Look, me*

#### Content Words

*painting, drawing, reading, writing, building, counting, singing, resting*

### 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, *If we were to ask the boy what he is doing, what do you think he would say?*
- Discuss the photographs in the book before reading the text together.
- Encourage students to follow the text by looking only with their eyes, i.e. without finger-pointing to each word. Demonstrate reading with fluency and phrasing so that *Look at me* is read as a three-word phrase.

## Comprehension

- What is the girl painting? (*Literal*)
- Why do you think the boy was resting? (*Inferential*)

## Follow-up Activities

- Draw a large outline of the word *Look*. Ask students to decorate the letters with paint or tactile materials.
- Have students make their own *Look at me* books. Help them to write and draw things that they can do by themselves. Encourage them to use a similar language pattern to the one used in the text.
- Select students to paint a background for a classroom mural. Have all students draw pictures of themselves doing classroom activities. Cut these out and paste them onto the mural. Write captions in bold print, e.g. *I am writing a story. Look at me. Toni.*

# Look at me

Date \_\_\_\_\_

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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