

Mums and Dads

PM Level 2

Magenta

Text Type Repetitive

Running Words 35



Preparing for Guided Reading

Orientation to the Text

- Encourage students to talk about the jobs that their mums and dads do when they go to work. Write students' responses on a chart. Invite them to add illustrations.

Prior Knowledge

- This book is about the different jobs mums and dads might have. Be aware of students' different familial situations or the fact that some parents might not work.

Key Language Structures

- One sentence on one line. Five words.
- Noun + verb + article + noun
Mum + is + a + bus driver.

Building the Balanced Reader

Concepts About Print

- Demonstrate how to point to and read words with more than one syllable.
- Explain the purpose of the comma on page 16.
Say, This is a comma. The sentence isn't finished so you take a little breath.

Vocabulary

Key High-frequency Words

a, Dad, is, Mum

Content Words

doctor, window cleaner, police officer, vet, teacher, builder, farmer

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

- Discuss the cover and title page photographs. Talk about what these people are doing. Invite a student to make the word *Mum* with magnetic

letters. Demonstrate how to make the word into *Mums* by adding an s. Repeat this procedure for the word *Dad*.

- Talk about the photographs in the book. Pause before reading each page, so that students can crosscheck the pictures with the visual cues from the text.

Comprehension

- A mum was checking a boy's chest. What was her job? (*Literal*)
- Why do you think Dad was cleaning the window? (*Inferential*)

Follow-up Activities

- Make an enlarged class book about 'Mums and Dads'. Ask students to give additional information about their pictures.
- Write the words *Mum* and *Dad* on cards. Ask students to make a copy of the words with playdough.
- Re-read *We go out* (PM level 1). Invite students to name the people they might see, e.g. *We go to the library. We see the librarian.*
- Play Word Lotto using the words *I, am, Mum, Dad, is, Here, Come, and, see, the, My, big, little, We* and *in*. See p. 18 for instructions on how to make the game.

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