

My clothes

PM Level 2

Magenta

Text Type Repetitive

Running Words 36



Preparing for Guided Reading

Orientation to the Text

- Read the book *Late for football* (PM level 11) to students. Talk about looking for, and finding, articles of clothing. Ask students to name some of the clothes that they wear. List these.

Prior Knowledge

- In this book, a five-year-old boy looks for, and finds, his missing clothes.

Key Language Structures

- This book has two alternating sentences throughout.

Building the Balanced Reader

Concepts About Print

- Reinforce the high-frequency words studied in previous books.
- Revise the word ending *ing*, first met in *I am running* and *Baby* (PM level 1).
- Model reading, *Here it is!* Emphasise *Here*. Note that intonation can clarify a sentence's meaning.
- Encourage the skill of prediction.
- Exclamation mark – discuss the punctuation symbol, purpose and position.

Vocabulary

Key High-frequency Words

I, am, looking, for, my, Here, it, is

Content Words

T-shirt, sock, shoe, hat

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** On the whiteboard, list the articles of clothing shown in the photograph. Make word and picture links. Read the title with students.

Ask them to read the title page. Have them name the articles of clothing that the boy is wearing. Link these with the words on the whiteboard.

- **Pages 2–3** Some students may be familiar with the early high-frequency words in this text and be able to read part of the sentence independently. Others will need assistance with reading the text and decoding the interest word by using the sound of the initial letter.
- **Pages 4–5** Allow the more capable students to read the shorter sentence on page 4 independently. Read the word *Here* with the appropriate intonation and discuss the meaning of the exclamation mark.
- **Pages 6–16** Encourage students to study each photograph carefully in order to identify the lost article of clothing. Confirm their predictions by reading the text.

Comprehension

- Had the boy lost some items of clothing? (*Inferential*)
- Did the boy find his shoe? (*Literal*)
- Was the boy dressing for a sunny day? (*Inferential*)

Follow-up Activities

- Play the game 'Hunt for the Shoe' with students. A student gives one of their shoes to a classmate and closes their eyes while the shoe is hidden. They then walk around the room saying, *I am looking for my shoe*. Students clap softly each time the statement is made some distance from the hidden shoe. The clapping increases in volume as the student gets closer to the shoe, until they are able to say, *Here it is!*
- Have students draw articles of their own clothing and label them.

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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