

# Playing outside

PM Level 2

Magenta

**Text Type** Repetitive

**Running Words** 56



## Preparing for Guided Reading

### Orientation to the Text

- Discuss large play equipment that students are familiar with. List the equipment on the whiteboard and draw a small picture beside each word, enabling students to make the visual link.

### Prior Knowledge

- This book features a girl and a boy, and a range of playground equipment.

### Key Language Structures

- This book has two alternating sentences throughout.

## Building the Balanced Reader

### Concepts About Print

- Introduce the new high-frequency word *on*, focusing on its visual pattern and sound, and emphasising the sound of the initial letter.
- Ensure that the return-sweep procedure is secure.
- Model correct intonation of the text.

### Vocabulary

#### Key High-frequency Words

*We, are, going, to, play, on, the, like, playing*

#### Content Words

*swings, tunnel, slide, tent*

### 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** Read the title with students. Talk about the tunnel. Ask those who are familiar with it to describe the ways in which it can be used. Introduce the word *Playing*. Draw students' attention to the ending *ing*. Read the title page together. Some students may be able to name

the equipment. Underline the known words on the whiteboard to help students recognise the interest words featured in the book.

- **Pages 2–16** Note that the prepositions *in* and *on* alternate throughout the book. Focus on the meaning of these words as well as their initial letter.
- **Pages 2–3** Have students examine the photograph and predict what students are going to do. Read the text – reinforcing the high-frequency words.
- **Pages 4–5** Link the movement towards the swings on page 3 with the action of swinging on page 5. Ensure that the letter *s* on the end of the word *swings* is pronounced clearly. Focus on the word *playing*.
- **Pages 6–16** Ask students to observe the photographs carefully and to read the text. Discuss the reactions of the boy and the girl to the activities. Talk about students' own feelings when they also play on this type of equipment.

### Comprehension

- Did the children enjoy playing outside? (*Literal*)
- How do we know that it was a sunny day? (*Inferential*)
- Were the children in a hurry to play? (*Inferential*)

### Follow-up Activities

- If possible, tour the school's playground equipment. Talk about and name each piece of equipment. In the classroom, have students draw the equipment and copy labels from the whiteboard on to their drawing.
- Invite students to make simple models of playground equipment using cardboard, paste, cylinders etc.

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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