

Ready for school

PM Level 2

Magenta

Text Type Description

Running Words 65



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with the names of different items required for school, such as a lunch box and a hat.

Orientation to the Text

- A girl looks for and finds a variety of items as she gets ready for school.

Key Language Structures

- The repetitive structure, *I look for my _____* is used, with a different noun corresponding to the items the girl is searching for before school.
- Pronoun and verb agreement is presented in the form of *Here it is* and *Here they are*.

Building the Balanced Reader

Concepts About Print

- Ensure that students are familiar with the skills involved in handling and reading a book – awareness of the front and back of the book, the starting point for reading, page turning and directionality, word-by-word matching.

Vocabulary

Key High-frequency Words

are, for, here, I, is, it, look, my, they

Content Words

bag, book, coat, drink, hat, lunch box, shoes, socks

Decoding

- Ask students to identify the three sounds in *coat*. Say, *How many syllables are in 'coat'? Which sound is the vowel sound?*
- Look at the word *they*. Ask, *What smaller word can you see at the start of 'they'?*

Fluency and Phrasing

- Model reading each page with natural expression. Invite students to reread each page several times to practise their expression.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Ask, *What do you do to get ready for school?*
- Read pp. 2–3. Ask, *How many full stops are on the page? What should you do when you get to a full stop?*

- Look at p. 6 together. Ask, *Why does it say, 'Here it is' on this page, but it said 'Here they are' on the page before?*
- Read to p. 8. Ask students what the girl has done to get ready for school that they also do.
- Look at the picture on p. 11. Ask, *What is the girl looking for now? Which part of the text tells you that?*
- Look at p. 14. Ask, *How many sentences are on the page? How do you know?*
- Reread the text. Ask students to identify things they do to get ready for school that are not in the text.

Comprehension

- Where were the girl's socks? (*Literal*)
- Why did the girl need her book for school? (*Inferential*)
- What might the girl have in her drink bottle? (*Inferential*)

Follow-up Activities

- Model making a Venn diagram together showing the things the girl does to get ready for school that students do not do, the things that they both do, and the things that students do that the girl doesn't do. In pairs, have students discuss their morning routines and ask them to make a simple Venn diagram comparing what they do.
- Talk about the sequence that the girl completed her before-school activities in, using time words such as *first, then and next*. As a group, record your morning classroom routine, for example, *First we put our bags away. Then we change our readers. Next we bring our water bottles into class*. Write each step on a card and allocate students to illustrate them. Display the finished product as a prompt for students.
- Ask students to share times when they haven't been able to find something they need for school. Model a brief story about losing an item and then finding it. Ask students to write their own stories and record vocabulary that they think they might need on the board. Remind students to use full stops to show where their sentences end. Have a parent or other classroom helper type the stories up and allow students to illustrate them before collating them into a class book.

Learning Intentions

- We are learning to make connections with what we read.
- We are learning to recognise and use punctuation.

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Success Criteria

- I can talk about things in my life that are like the book.
- I can identify and stop at full stops.

• _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up