

The skier

PM Level 2

Magenta

Text Type Repetitive

Running Words 48



Preparing for Guided Reading

Orientation to the Text

- Invite students to name familiar winter sports. Encourage students who have been skiing to talk about their experiences.
- Show students pictures of skiers. Discuss features of the landscape, the special clothes that skiers wear, how skiing is done with skis and ski poles, going up the mountain on a chairlift, etc.

Prior Knowledge

- This book is a sequence of events leading up to a skier skiing down a mountain. Students should be familiar with the prepositions *up* and *down*.

Key Language Structures

- One sentence, return sweep. Six words.
- Pronoun + verb + adverbial phrase
He + is going + down the stairs.

Building the Balanced Reader

Concepts About Print

- Check each student's understanding of: capital and lower-case letters, full stops, left-to-right reading, one-to-one matching, return-sweep reading.

Vocabulary

Key High-frequency Words

and, down, going, he, is, the, up

Content Words

ladder, stairs, path, steps, road, mountain

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

- Have students read the title. Discuss the cover and title-page illustrations.

- Discuss all the illustrations in the book before reading the text. Encourage students to use the pronoun *he* when responding to questions.
- Talk about how the book follows a sequence of events – from the skier getting ready to go skiing, to finally skiing down the mountain.
- Read the book together. Check that students are looking closely at the text as they match the words one-to-one.

Comprehension

- When did the skier put on his skis? (*Literal*)
- Why do you think the skier went up on the ski lift? (*Inferential*)

Follow-up Activities

- Discuss and list clothing for different weather conditions.
- Make a chart about 'Things that go up' and another about 'Things that go down'.
- Invite students to draw pictures of themselves and family members playing different winter sports. Make the pictures into a class book. Add captions, e.g. *I have a football. My mum and I play football in the park.*
- Make a class mural of activities that students would like to do in the snow. Paste cotton wool on the background to add texture.

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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