

Time for dinner

PM Level 2

Magenta

Text Type Repetitive

Running Words 38



Preparing for Guided Reading

Orientation to the Text

- Re-read *Pets* (PM level 1). Talk about the food that each pet likes to eat.
- Encourage students to talk about caring for their own pets.

Prior Knowledge

- This book is about dinner time for farm animals. Students should be familiar with the sounds the animals make.

Key Language Structures

- Two words on the first line.
- One three-word sentence on the second line.
- Adverb + pronoun + verb
Here + we + come

Building the Balanced Reader

Concepts About Print

- Explain how to return to the left side of the page to read the sentence. Reinforce left-to-right reading.

Vocabulary

Key High-frequency Words

come, Here, we

Content Words

Meow, Woof, Baa, Oink, Moo, Quack, Cluck

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

- Read the title. Discuss the cover and title page photographs. Ask students to say the sounds that these animals make.

- Discuss the photographs in the book. Demonstrate how print goes from left to right and from top to bottom. Read the text together, encouraging students to emphasise the animal sounds.
- Divide students into two groups to re-read the book. Ask one group to read the animal sounds and the other to read the line, *Here we come*.

Comprehension

- Which animal made the noise, *meow, meow*? (*Literal*)
- Why do you think the dogs were running to the bowls of food? (*Inferential*)

Follow-up Activities

- Have students spread finger paint (Tempera paint thickened with cornflour) over pieces of paper. Ask them to then draw animals from the book. When the pictures are dry, paste them into a book and write appropriate captions.
- Re-read PM Alphabet Starter *c* (PM level 1). List words that begin with *c* on a chart. Select students to trace over the *c* in each word to make it bold. Have students draw pictures of things that begin with *c* for the chart.
- Invite students to draw pictures of family picnics. Add captions.

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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