

# Up and down

PM Level 2

Magenta

**Text Type** Information Report

**Running Words** 81



## Preparing for Guided Reading

### Orientation to the Text

- Have students move their hands up and then down saying, *My hand can go up and my hand can come down*. Invite them to make similar movements (and statements) using their feet.

### Prior Knowledge

- This is an early observational text which focuses on technology. The book studies the concepts of 'up' and 'down'. Both concepts are shown in the form of movement on each double-page spread.

### Key Language Structures

- This book emphasises the key high-frequency words, *up* and *down*.

## Building the Balanced Reader

### Concepts About Print

- Ensure that the procedures of directionality and return sweep are secure.
- Make text and picture links.
- Study the concepts of 'up' and 'down'.

### Vocabulary

#### Key High-frequency Words

*A/a, can, go, up, come, down*

#### Content Words

*blind, ladder, umbrella, flying fox, escalator, lift, helicopter, I*

### 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 to students. Focus on the concept and movement of 'up' as it relates to the umbrella. Discuss how the girl would have made the umbrella go up and how she will make it come down. Ask students to read the title page. Discuss the position of the umbrella.

- **Pages 2–3** Read the text with students, ensuring that the return-sweep procedure and directionality are secure. Use the photographs and the sound of the initial letter to decode the word *blind*.
- **Pages 4–16** Monitor students' reading of the text and direct their attention to the information that is provided by the photographs. Note that on some pages, people are operating the object in order to achieve movement; on other pages, people are being transported up and down. Observe those students who are focusing on the print and reading with intonation. Re-read the text with students who are less secure.

### Comprehension

- What can transport people up? (*Literal*)
- How does the man make the ladder go down? (*Inferential*)
- What makes helicopters go up? (*Inferential*)

### Follow-up Activities

- Provide each student with a ball. Have them verbalise the throwing and catching procedure as they play, e.g. *A ball can go up. A ball can come down*.
- Discuss relevant objects that go up and come down again. List these on the whiteboard. Invite students to select one object from the list. Provide each student with a piece of paper which has been folded in half. On one half have them write, *The \_\_\_\_\_ is up*. On the other half, have them write, *The \_\_\_\_\_ is down*. They can then draw or paint matching pictures.

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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