

We are playing

PM Level 2

Magenta

Text Type Description

Running Words 56



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with the names of different items of play equipment you might find at a park.

Orientation to the Text

- A brother and sister explore the different play equipment at a park.

Key Language Structures

- The repetitive structure, *We like to play on the _____* is used, with a different noun corresponding to the play equipment on each page.
- Each page features a return sweep, with a single sentence extending across two lines.

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

like, on, play, to, the, We

Content Words

bridge, grass, net, poles, see-saw, slide, swings, tractor

Decoding

- Support students to chunk words with multiple sounds, such as *swings*.
- Look at the word *play*. Ask, *What is the final sound in 'play'? What words do you know that rhyme with 'play'?*

Fluency and Phrasing

- Discuss the importance of reading at just the right pace – not too fast and not too slowly. Practise reading together at an appropriate speed.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Ask, *What do you think this text is going to be about? What words do you think we will find in the text?*
- Read pp. 2–3. Say, *Find the word 'like'. What letter does it start with? What are the sounds in 'like'?*
- Read to p. 7. Return to students' predictions about the text and check if they were correct. Ask, *Now that you have read a few pages, what do you think will be in the rest of the book?*
- Read p. 12 together. Ask, *What is the last word? What clues on pp. 12–13 help you know you are right?*
- Look at p. 14. Ask, *Which words are the same as the words on p. 12? Which words are different?*
- Reread the text. Review the things that students thought would be in the text and discuss any surprises.

Comprehension

- What did the children play on first? (*Literal*)
- What time of year do you think it is? (*Inferential*)
- Did the children like being at the park? How do you know? (*Inferential*)

Follow-up Activities

- Take students outside to look at the school playground. Make sure they can name all the different pieces of equipment. Practise identifying the initial sounds of the words by asking students to touch equipment beginning with a particular sound, for example, *Touch the equipment that begins with the 'p' sound.*
- Provide a range of materials such as boxes, tubes, pipe cleaners and icy-pole sticks. Ask students to design a piece of play equipment using the materials. Film students as they explain what they made and how the equipment would be used.
- Compose a piece of shared writing about a trip to the park. Involve students in choosing who the characters in the story will be and what they will do. Invite students to write the high-frequency words, such as *the* and *play*, while you help with the more difficult words. Share your story with another class or group, or at assembly.

We are playing

Date _____

PM Level 2

Magenta

Learning Intentions

- We are learning to think about texts before we read.
- We are learning to read and recognise common words.

• _____

Success Criteria

- I can suggest what I think will be in the text from looking at the cover.
- I can read words such as *We, like and play*.

• _____

Guided Reading Notes

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