

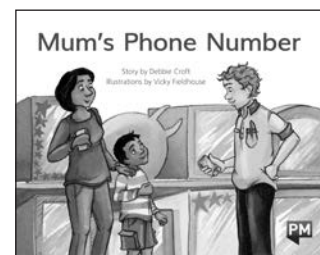
Mum's Phone Number

PM Level 12

Green

Text Type Narrative

Running Words 212



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with basic contractions and how they are represented in text.

Orientation to the Text

- Patrick's mum leaves him in the toyshop while she goes to make a phone call. After she has been gone a while, Patrick gets worried. The man in the shop offers to call Patrick's mum for him. Luckily, Patrick knows her phone number.

Key Language Structures

- Apostrophes are used both for possessives and in contractions. e.g. *Mum's, don't*
- Compound sentences containing conjunctions are introduced. *"My mum is outside the shop, but she won't be long."*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

around, call, does, don't, say, smile, taking, took, won't

Content Words

mall, number, phone

Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Look at the word *dinosaur*. Ask, *What is the first and last letter of the word? Look at the picture. What do you think the word might be?*
- Look at the word *outside*. Ask, *What two smaller words make up this word?*

Fluency and Phrasing

- Discuss the pace of reading with students. Model reading p. 6 quickly and then slowly together. Read the page at an appropriate rate.
- Look at p. 12 together. Ask students to identify the different types of punctuation on the page. Discuss how this changes the way you read the words.

Focusing on the Book – Guided Reading

- Discuss the cover and title. Look carefully at the cover illustration and ask students to predict why the text is called *Mum's Phone Number*.
- Instruct students to find the contraction on page 4. Ask, *How did you know it was a contraction? What is it short for?*
- Ask students to read to p. 8. Ask, *How is Patrick feeling? When have you felt like that?*
- Look at p. 12 together. Ask, *Whose phone numbers do you know? Why might it be good to know people's phone numbers?*
- Read p 16 together. Invite students to find the apostrophes on the page. For each one, ask why the apostrophe is there.
- Read to the end of the text. Now they have read the text, ask students to suggest why the title is *Mum's Phone Number*. Compare this with students' predictions.

Comprehension

- What did Patrick's mum leave the toyshop? (*Literal*)
- What might have happened if Patrick didn't know his mum's phone number? (*Inferential*)
- What sort of person do you think the man in the shop was? Why? (*Inferential*)

Follow-up Activities

- Make a list with students of people or services that it might be useful to know the phone number for. Find the phone numbers for each one, and together formulate a plan for how students could memorise the numbers.
- Discuss the main events that happened in *Mum's Phone Number*. Put students into groups of three and ask them to act out the story. Allow students to give each other feedback about whether they included all the main ideas from the story.
- Ask students to choose their favourite part of the story. Students should write one or two sentences to describe what they picked and why, and draw a picture to match their chosen event.

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Learning Intentions

- We are learning to read and recognise contractions.
- We are learning to make personal connections to what we read.

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Success Criteria

- I can find contractions and say what they are short for.
- I can connect events in the text with my own life.

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Guided Reading Notes

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