

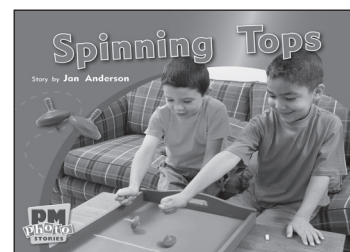
# Spinning Tops

PM Level 12

Green

**Text Type** Narrative

**Running Words** 204



## Preparing for Guided Reading

### Prior Knowledge

- Discuss and demonstrate actions associated with the words, *spin*, *spinning*.
- Notice Ramon's leg brace and discuss the appropriateness of Jimmy's present.

### Orientation to the Text

- In this story, Jimmy visits his friend Ramon and brings two spinning tops for him. The boys experiment with a range of play surfaces for the tops before Mum gives them a tray to use.

### Key Language Structures

- *Elisions: It's, Let's, can't, won't, That's.*
- Phrases that tell when or where add meaning to the verbs in the sentences.

## Building the Balanced Reader

### Vocabulary

Key High-frequency Words

*around, morning, spin, spinning, them, won't*

Content Words

*Saturday, Jimmy, Ramon, present, top, carpet, box, tray, winner*

### Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Ensure students are transferring their phonemic awareness and knowledge of letter-sound relationships when decoding or confirming unfamiliar words.

### Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Remind them to cross-check, confirm or self-correct by rereading or reading on to gain meaning.
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said...? How did you know that word was...?*
- Ensure students respond to punctuation within and at the end of sentences.

## Focusing on the Book – Guided Reading

- Ensure that students use the photographs to predict meaning.
- Read the title together and discuss the cover photo.
- Jimmy has a present for Ramon. Ask students what they think could be inside the bag.
- Have students predict whether they think the carpet will be a good place to spin the tops, giving reasons for their opinions.
- Ask students if they think the big box would provide a better surface for spinning the tops.
- Ask, *Do you think Mum has a better idea for a place to spin the tops? What do you think Mum is doing with the vase of flowers on p. 13?*
- Ask students if they think the boys like Mum's idea to use the tray. Why could this tray be a good surface for playing a game with tops?
- Ask, *Do you think the boys like playing with the tops on the tray? What have they done with the piece of chalk?*

## Comprehension

- Why do you think the boys decided to play with the tops inside the house and not outside? (*Inferential*)
- What did Jimmy mean when he said the tops get stuck and won't go round on the carpet? (*Inferential*)

## Follow-up Activities

- Direct students to complete the BLM activities: sorting words according to their initial blends; choosing the correct nouns to complete sentences; completing passages from the story to match pictures.
- Find words in the story beginning with these blends – *fr*, *pr*, *tr*. Have students make a list of more words beginning with these blends.
- Ask students to think of a simple toy that they enjoy playing with at home. Have them bring the toy into class and demonstrate how to use it.
- Have students think of other games they could play with tops like the ones in story. For example, a competition to see whose top can keep spinning the longest, or go the furthest along a flat surface.

# Spinning Tops

Date \_\_\_\_\_

PM Level 12

Green

## Learning Intentions

- We are learning to read longer sentences that have more than one clause, with the correct phrasing and fluency.
- We are learning to use different strategies to help us decode unknown words.
- \_\_\_\_\_

## Success Criteria

- I can read sentences with more than one clause, using correct phrasing and fluency.
- I use letter clusters, such as digraphs, to break words into small parts to help me decode unknown words.
- \_\_\_\_\_

## Guided Reading Notes

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