

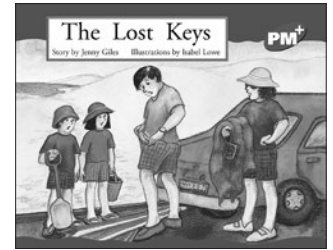
The Lost Keys

PM Level 12

Green

Text Type Narrative

Running Words 222



Preparing for Guided Reading

Orientation to the Text

- Re-read *Teasing Dad* (PM level 11). Explain that the new book is a continuation of this story.

Prior Knowledge

- This story is a sequel to *Teasing Dad*. It reinforces the importance of keeping keys in safe places. It offers opportunities for the children to discuss the plot, characters and sequence of events.

Key Language Structures

- Conjunctions are used to join clauses, e.g. “Now we can get into the car and go home.”

Building the Balanced Reader

Vocabulary

Key High-frequency Words

feet, funny

Content Words

castle, keys, sandcastle, splashing

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 crosscheck, confirm or self-correct by re-reading or reading on to gain meaning.
- Emphasise attending to dialogue as an aid to meaning. Locate quotation marks and identify the speakers.
- 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

- Read the title together. Discuss the real-life dilemma of lost car keys! Talk about trying to find the keys in the sand at the beach.
- Check the illustrations to confirm that the family is only now leaving the beach. Discuss Dad’s use of the word *Sorry*.
- Observe the sandcastle’s changed shape. Discuss the movement of the waves as the tide comes in.
- Observe Rachel’s expression – it’s been a long day, and she doesn’t feel like looking for the lost car keys!
- Discuss how the keys might have fallen into the water and how lucky the family was that Rachel found them. Examine Dad’s body language on p. 16.
- List words that rhyme with: *hill, by, sand, wave, now, feet, take*.
- Revise compound words: *sand/castle*.
- Discuss verb endings: *come, coming, came*.
- Revisit y endings: *sorry, lucky*.

Comprehension

- Where did Dad look for his keys in the beginning? (*Literal*)
- Why couldn’t Rachel see her sandcastle? (*Inferential*)
- Why did Dad tell Rachel to take the keys back from the beach? (*Inferential*)

Follow-up Activities

- Show students a selection of keys that are no longer in use. Have each student feel them and observe their different shapes. Discuss what each key might be used for. Make a concertina chart of students’ ideas.
- Talk about keeping keys in safe places and the unfortunate consequences if they are lost. Provide students with paper shaped like a key and have them write about their experiences.
- Write a different ending to the story. Re-read *The Lost Keys* to the end of p. 10 and discuss alternative solutions. Write each solution onto a sheet of paper. Have students copy their preferred ending onto cards.

The Lost Keys

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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.

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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.

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Guided Reading Notes

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