

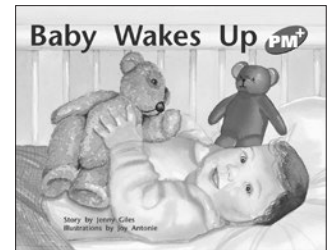
Baby Wakes Up

PM Level 3

Red

Text Type Recount

Running Words 50



Preparing for Guided Reading

Orientation to the Text

- Read *Our baby* (PM level 8/9) and *My little sister* (PM level 8/9).
- Discuss with students how they interact with their younger brothers and/or sisters.

Prior Knowledge

- A new character is introduced in this book. Here the girl amuses the baby when they both wake up earlier than their parents.

Key Language Structures

- This book is told in first person.

Building the Balanced Reader

Concepts About Print

- Link the visual pattern and sound of the upper- and lower-case letters: *Bb, Mm, Dd*.
- Reinforce the pattern of the words: *Baby, Mum, Dad*.
- Understand the difference between a letter and a word.

Vocabulary

Key High-frequency Words

baby, Dad, happy, little, look, Mum, sleep

Content Words

up, asleep, wakes, teddy bear, big

Decoding

- Locate the high-frequency words that are repetitively used in the text.
- Model using letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent, steady rate.
- Locate and model the difference between the role of a full stop and a comma.

Focusing on the Book – Guided Reading

- **Cover** Discuss the dependence of babies on other family members and why they sleep in cots.

- **Pages 2–5** Talk about how these pages set the scene within the house. The girl can see that the baby and her parents are asleep.
- **Pages 6–9** Ask, *What do you think the girl is going to do?*
- **Pages 10–13** Discuss the reasons why the girl has given the baby two teddy bears.
- **Pages 14–16** Ask, *Why is the baby happy?* Talk about how helpful the girl has been.

Comprehension

- What did the girl give Baby when he woke up? (*Literal*)
- What time of day was it in the story? (*Inferential*)
- Who woke up first? (*Inferential*)

Follow-up Activities

- List toys that are appropriate for babies.
- Have students paint or draw toys. Add captions, e.g. *Here is a teddy bear for the baby*.
- Make a mural or class book of photos of students when they were babies. Add appropriate captions.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can use my voice to display the purpose of a full stop and comma.

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Guided Reading Notes

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