

Photo Time

PM Level 3

Red

Text Type Narrative

Running Words 59



Preparing for Guided Reading

Orientation to the Text

- Read *The photo book* (PM level 3). Invite students to talk about having their photos taken. Have them bring a photo of themselves with their family to school.

Prior Knowledge

- This book introduces the characters Jack and Billy, and their parents. Jack is five years old and Billy is his younger brother. In this story, the family is trying to persuade Billy to have his photo taken and Jack finds a way of doing this.

Building the Balanced Reader

Concepts About Print

- Focus on the initial upper-case letters of the names as an entry to these words.
- Link the visual pattern and sound of the initial letters: *M* – Mum, *D* – Dad, *J* – Jack, *B* – Billy.
- Full stop – introduce the punctuation symbol, name and meaning.

Vocabulary

Key High-frequency Words

am, Dad, here, I, in, Mum, the, too

Content Words

Jack, is, Come, on, Billy, said, photo, No, Look, at, me, Here

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** Talk about the characters who are introduced in this book and the fact that Jack is the same age as students in the class.

- **Pages 2–9** Discuss the possible reasons why Billy may not have wanted to have his photo taken.
- **Pages 10–11** Talk about how Jack is trying to encourage Billy to have his photo taken. What kind of photo is he encouraging?
- **Pages 12–13** Discuss why Jack was successful in gaining Billy's attention while Mum and Dad failed. Have students predict what Billy will do.
- **Pages 14–16** Discuss why Billy went in this photo and not the others.

Comprehension

- Did Billy do what his parents told him to do? (*Literal*)
- What did Billy want to do instead of being in the photo? (*Inferential*)
- Did everyone in the family want Billy to be in the photo? (*Inferential*)

Follow-up Activities

- Make a class book or wall mural using the photos students brought to school. Add captions using vocabulary from *Photo Time*, e.g. *Sarah is in the photo, Sarah's mum and dad are in the photo, John and Tom are in the photo*, etc.
- Display a class photo. Add captions which feature students' names.

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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