

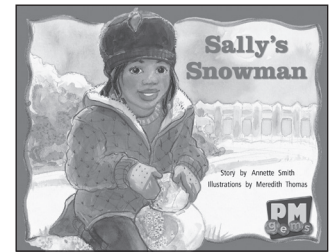
# Sally's Snowman

PM Level 3

Red

**Text Type** Narrative

**Running Words** 57



## Preparing for Guided Reading

### Prior Knowledge

- Talk with students about snow: what it is and when it falls. Discuss the fact that snow will begin to melt in warm sunshine.

### Orientation to the Text

- In this story, Sally makes a small snowman that soon melts in the sunshine. With help from Mum, she makes a bigger snowman that should be more resistant to the sunshine.

## Building the Balanced Reader

### Concepts About Print

- Recognise the following initial letters within the context of the story: Ss – Sally, snowman; Mm – Mum, my.
- Discuss the bold text used for emphasis on pp. 11 and 16.
- Talk about first and last letters of a word.

### Vocabulary

#### Key High-frequency Words

a, at, big, comes, here, is, little, look, looking, Mum, my, on, said, the

#### Content Words

Sally, snow, snowman, sun, snowball

### 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 purpose of a full stop and a comma.

### Focusing on the Book – Guided Reading

- **Cover** Identify Sally on the cover. Talk about the weather in the illustration, and the clothes Sally is wearing to keep warm.
- **pp. 2–3** Ask, *How do you think Sally feels about the snow outside her house? Why?*

- **pp. 4–5** Ask, *What do you think Sally might be planning to do in the snow? What do you think Mum is doing with the shovel?*
- **pp. 6–7** Ask, *How do you think Sally feels about the little snowman she has made?*
- **pp. 8–9** Talk about the fact that the snowman is changing shape. Ask, *What do you think the sun is doing to Sally's snowman? How does Sally feel about this?*
- **pp. 10–11** Mum has stopped working and has responded to Sally's call. Ask, *Do you think Mum will be able to help Sally save her snowman?*
- **pp. 12–13** Sally still wants to save her snowman. Ask, *How do you think Mum feels about Sally's snowman now?*
- **pp. 14–15** Mum has found a big snowball. Ask, *What do you think Mum would like to do with the big snowball?*
- **p. 16** Ask, *How do you think Sally feels about the big snowman that she and Mum have made together?*

### Comprehension

- Why do you think Sally's little snowman began to melt? (*Inferential*)
- Why do you think Sally was happy with the big snowman? (*Inferential*)

### Follow-up Activities

- Have students draw or paint a picture of a snowman they would like to make. Encourage them to add special features to their snowman, such as clothing and unique facial features.
- Read students a selection of snow poems. Talk about some of the fun activities that can be enjoyed in the snow.
- Have students think of ways snow could make life more difficult. Make a list of difficulties, and ask students to think of ways these difficulties could be overcome.

## Learning Intentions

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

## 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 change my voice to display the purpose of a full stop and comma.
- \_\_\_\_\_

## Guided Reading Notes

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