

The Merry-go-Round

PM Level 3

Red

Text Type Narrative

Running Words 82



Preparing for Guided Reading

Orientation to the Text

- Discuss students' experiences on merry-go-rounds. Encourage them to identify their favourite merry-go-round character.
- Make a language experience chart about students' choices, e.g.

Michael likes to ride on a horse.

Anna likes to ride on a pig.

Prior Knowledge

- This story is about a family outing that could take place in any city complex or at a country fair.
- A wide range of high-frequency words is used within a meaningful context.

Key Language Structures

- This book reinforces animal names and introduces the interest word "horse".

Building the Balanced Reader

Concepts About Print

- Punctuation symbols – name and meaning – speech marks; introduce exclamation marks.
- Confirmation of word attempts using the initial letter.
- Differentiate between letters and words.

Vocabulary

Key High-frequency Words

a, at, Come, here, is, Look, on, No, said, up

Content Words

car, cow, Dad, duck, horse, merry-go-round, plane

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

- Talk again about the family from *The Photo Book* (PM level 3) and *Wake Up, Dad* (PM level 3). List the characters' names on a chart or whiteboard.

Ask the following questions:

Who is the eldest student?

Who is the youngest student?

Which one would be as old as you?

- Help students with the direct speech on page 2.
- Discuss the feelings/emotions of the characters and the mood change of Nick on pages 10–12.
- Read the text together.

Comprehension

- Who went with the children? (*Literal*)
- Why did Nick like the horse on the merry-go-round? (*Inferential*)

Follow-up Activities

- Students could work with a partner and make a model of a merry-go-round.
Make the animal shapes from light card. Hang with wool.
- Make a larger model as a group activity to free-stand in the classroom. Write large statements to display appropriately on the model.
- Make a picture graph of the favourite merry-go-round characters. Refer to the language experience chart from the orientation stage for the relevant data.
- Discuss, list and illustrate:
 - Things that are round.
 - Things that go round and round, e.g.
The hands on the clock go round and round.
The wheels on the car go round and round.

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Date _____

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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