

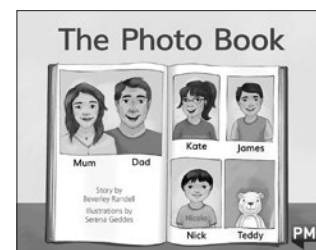
# The Photo Book

PM Level 3

Red

**Text Type** Report

**Running Words** 48



## Preparing for Guided Reading

### Orientation to the Text

- Ask students to bring a family photograph to school.
- Encourage them to discuss their own photo with a partner or with the whole group.
- Display these photos on a chart or in an enlarged book. Give the chart/book an eye-catching title including the word *photo*. Add simple sentences under each photo.

### Prior Knowledge

- This is the first of three stories at the Red level about this family. Each character is introduced through a photograph in the family album.
- This book has two simple sentence constructions using the very early high-frequency vocabulary.

### Key Language Structures

- This book introduces pages with two sentences.

## Building the Balanced Reader

### Concepts About Print

- Directionality – return sweep.
- Punctuation – name and meaning – full stop.
- Picture interpretation – predict and confirm the story content.

### Vocabulary

#### Key High-frequency Words

*Here, in, is, the, too*

#### Content Words

*photo, book, Mum, Dad, James, Kate, Nick, Teddy*

### 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

- Discuss the cover picture. Identify each character – Mum, Dad, brother, sister, older, younger, favourite toy.
- Cover the text on each page allowing students to focus their attention on the illustrations.
- Develop the skills of prediction and confirmation.
- The illustration on page 15 should generate a range of responses.
- Read along together.

### Comprehension

- What are the names of the children in the story? (*Literal*)
- Why did Kate take a photo of Teddy? (*Inferential*)

### Follow-up Activities

- Students could make their own photo book, illustrating each member of their family. Include the family pet or a favourite toy. Students could write a matching sentence underneath each drawing or fill in the names from a selection of sentences which the teacher will have prepared. These can then be glued in appropriately.
- Make a language experience book together, *Now I am Five*. This is a cumulative book which is read, shared and enjoyed throughout the year as new students begin school. Have each student bring two photos of themselves – one as a baby and one as a five-year-old.
- Discuss the official class photograph. Encourage students to talk about their placement within the photograph, e.g. *I am sitting in the front. John is behind me. I am between Jenny and Amanda*. Extend this activity into an oral guessing game, e.g. *Where am I? You are standing at the back. Miss Ross is beside you*.
- Students could make their own 'cameras' from art and craft materials. They could take a 'photograph' which they could illustrate and then write about as a story.

# The Photo Book

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