

Wake Up, Dad

PM Level 3

Red

Text Type Narrative

Running Words 67



Preparing for Guided Reading

Orientation to the Text

- Introduce the theme of this book by singing together and acting out the rhyme 'There were Ten in the Bed'.
- Write the rhyme into an enlarged book for students to illustrate. They will enjoy returning to it for extra reading practice.

Prior Knowledge

- We meet *The Photo Book* (PM level 3) family again in a situation common in many homes.
- Early high-frequency vocabulary brings success to the young reader within the first two pages.

Key Language Structures

- This book introduces the phrase "wake up".

Building the Balanced Reader

Concepts About Print

- Picture interpretation – focus on details that help to predict the end of the story.
- Punctuation symbols – name and meaning – full stop (reinforce); speech marks (introduce).
- Voice intonation to assist meaning – pattern this for students.

Vocabulary

Key High-frequency Words

am, at, I, is, Look, said, up

Content Words

asleep, wake, Mum, Dad

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

- Identify the characters from a copy of *The Photo Book* (PM level 3).
- Cover the text initially and have students interpret the story.
- Allow students to talk about similar experiences that have happened in their lives.
- Read together linking the text and illustrations.

Comprehension

- Who was asleep in bed? (*Literal*)
- Why did Dad say he was asleep? (*Inferential*)

Follow-up Activities

- Students could cut and paste pictures of beds and bedding onto a chart. Write large labels – *pillow*, *sheets*, *blankets*, etc. Talk about these labels.
- Paste coloured pictures of beds and bedding onto card. Students could sort all the things that begin with the letter *b*.
- Provide appropriate equipment in the home corner of the classroom for students to role play making a bed.
- Role play the story *Wake Up, Dad*.
- Prepare an individual activity booklet for students to complete in the classroom, then to take home and share with the family.
- Make a time-line chart.

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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