

# Zoe's Toys

PM Level 3

Red

**Text Type** Narrative

**Running Words** 68



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand the concepts of having to tidy up and being responsible for their own things.
- Students should be familiar with high-frequency words, such as *looks*, *my* and *said*.

### Orientation to the Text

- Zoe's toys are all over her room, and Mum is not happy. Now Zoe must decide where each toy goes.

### Key Language Structures

- Direct speech is used throughout the text.
- An apostrophe of possession is introduced – *Zoe's Toys* (title); *Zoe's room*.

## Building the Balanced Reader

### Concepts About Print

- Ask students to find the first word on a page. Then, ask them to find the last word.

### Vocabulary

#### Key High-frequency Words

*at, comes, in, Little, looks, my, No, on, said, up*

#### Content Words

*dinosaur, happy, room, Teddy, Tiger*

### Decoding

- Prompt students to get their mouths ready for the first sound in each word as they read.
- Look at the word *dinosaur* on page 2. Help students to use their letter-sound knowledge, as well as the picture cues, to work out what it is.

### Fluency and Phrasing

- Read the harder words while students read the easier ones, to support them to read with fluency. Have students practise the sentence a second time.

### Focusing on the Book – Guided Reading

- Look carefully at the cover photos and read the title of the book. Ask students whether they have any of the same toys as Zoe and where they keep them.
- Read page 2 with students. Ask students what they think Zoe's mum might say to her.

- Look at page 4 together and point out the apostrophe in *Zoe's*. Ask students what it is called and why it is there.
- Continue to page 6. Help students to break the word *Tiger* into syllables, so they can decode it.
- Read the text on page 8 and discuss what extra information the picture on page 9 provides.
- Look at page 12. Ask students what punctuation is used to help them read the speech like they are talking. Practise reading the text together.
- Continue to pages 14–15. Ask, *How do you think Zoe's mum is feeling now? Why?*
- Read to the end of the text together. Ask students to retell the story in their own words.

### Comprehension

- Which toy was Zoe talking to? (*Literal*)
- Why did Mum say, "Oh . . . **Zoe!**"? (*Inferential*)

### Follow-up Activities

- Brainstorm jobs that students do around the house. Talk about who does the most work around the house and why it is important to help each other.
- Ask students to think about what they could do to help someone at school or at home. Have them share their ideas with a partner, then discuss their thoughts as a group. Encourage students to follow through with an act of kindness towards someone they know.
- Discuss students' favourite toys and what they like about them, recording some key words. Have each student design their ideal toy. Students should draw and write a sentence or two about their toy and present their ideas to the group.
- Invite students to close their eyes and imagine the messiest bedroom they can. As a group, make up an oral or written story about getting lost or losing something important in the messiest bedroom.

## Learning Intentions

- We are learning strategies to read unknown words.
- We are learning to use punctuation to help us read.

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## Success Criteria

- I can break down words into smaller parts to make them easier to read.
- I can change the way I read when I see speech marks.

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## Guided Reading Notes

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