

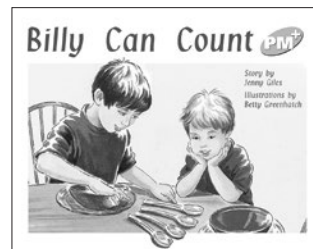
Billy Can Count

PM Level 6

Yellow

Text Type Narrative

Running Words 122



Preparing for Guided Reading

Orientation to the Text

- Read *My Big Brother* (PM level 8/9) to students. Discuss the positive relationship between the two boys particularly on pages 14–16.

Prior Knowledge

- Jack and Billy are helping Mum set the table. Jack soon realises that Billy's counting is not accurate. He decides to teach him, and both boys feel successful.

Building the Balanced Reader

Concepts About Print

- Use *pl* and *sp* (**PM Library Alphabet Blends**) to develop: *pl* – plates, *sp* – spoons.
- Revise capital letters: T, A, J, B, M, D.
- Reinforce recognition of high-frequency words within the context.

Vocabulary

Key High-frequency Words

go, here, looked, this

Content Words

bowl, spoon

Decoding

- Locate and read most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- **Cover** Draw students' attention to Jack's actions as he points to the spoons.
- **Pages 2–5** Talk about the sequence of events in these two illustrations before reading the text.
- **Pages 6–7** After students have read the text, ask them to explain Billy's problem. Predict what might happen next.
- **Pages 8–11** Discuss Jack's kindness to his little brother. Notice the one-to-one matching skill in Jack's explanation.

- **Pages 12–13** Pause at these pages and anticipate the outcome.
- **Pages 14–16** Check students' predictions by reading the text.

Comprehension

- How many bowls were there? (*Literal*)
- Did Billy count the spoons correctly at first? (*Inferential*)
- How did Jack teach Billy to count the spoons and bowls? (*Inferential*)

Follow-up Activities

- Explore the constancy of a number. Write the numerals 1–10 on cards. Make up various sets of objects that correspond to each number. Encourage students to match the objects with the cards.
- Have students look through magazines to find photographs or illustrations of objects that go together, e.g. cup and saucer, sock and shoe, brush and comb. Have students cut these pictures out and paste them on to a wall chart.

Billy Can Count

Date _____

PM Level 6

Yellow

Learning Intentions

- We are learning to use different strategies to help us read unknown words.
- We are learning to remember information to help us understand what we are reading.

• _____

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 sequence the beginning, middle and end events to retell the story.

• _____

Guided Reading Notes

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