

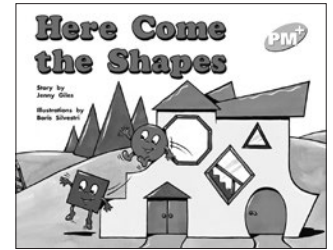
Here Come the Shapes

PM Level 6

Yellow

Text Type Narrative

Running Words 118



Preparing for Guided Reading

Orientation to the Text

- Give students a box of squares, circles, rectangles and triangles made from plastic, foam or card. Introduce the word *shapes* and ask students to make a picture with them. Discuss their pictures.

Prior Knowledge

- Little Red and Little Blue are fantasy characters. The clear shape of each character and the background of each illustration will provide support for mathematical learning.

Building the Balanced Reader

Concepts About Print

- Talk about the different layout of the text.
- Discuss the visual pattern and related sounds in the digraphs: *th – the, sh – shapes*.
- Listen to the rhyming pattern: *red, bed*.

Vocabulary

Key High-frequency Words

come, down, going, here

Content Words

sleep, garden, Wake, swing, tricks, slide, asleep

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** Talk about the characters Little Red and Little Blue. Identify their shapes. Read the title on the cover and again on the title page. Point out their mischievous expressions.
- **Pages 2–5** Study each illustration before reading the text. Discover the various shapes in the room.
- **Pages 6–7** Remind students that these are fantasy characters and that they can do things that children aren't allowed to do, e.g. sliding out of windows.

- **Pages 8–9** Read each page and then read the rhymes in the speech bubbles.
- **Pages 10–11** Have students predict what Little Red and Little Blue will do.
- **Pages 12–13** Read the text to check students' predictions.
- **Pages 14–15** Ask, *Are Little Blue and Little Red really asleep?*
- **Page 16** Enjoy saying the rhyme aloud.

Comprehension

- What did Little Red and Little Blue do instead of going to sleep? (*Literal*)
- What time of day was it in the story? (*Inferential*)
- Were Little Blue and Little Red well behaved or naughty? (*Inferential*)

Follow-up Activities

- Using light-weight card, have students make their own set of shapes. These shapes could be used for a variety of purposes, e.g. on an overhead projector to retell the story or as hand puppets.
- Make a book about the Shapes Family. This could be a group activity with the teacher acting as the scribe or alternatively, students could write their own short story on folded paper.

Here Come the Shapes

Date _____

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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.

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

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Guided Reading Notes

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