

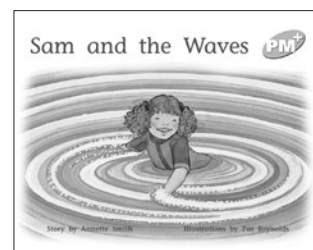
Sam and the Waves

PM Level 6

Yellow

Text Type Narrative

Running Words 122



Preparing for Guided Reading

Orientation to the Text

- Read the poem 'There are Big Waves' by Eleanor Farjeon to students. Show students how to use acrylic paints to make a mural of the sea. Have them paint the different types of waves described in the poem.

Prior Knowledge

- Sam is frightened by the big waves at the beach. As Mum and Sam return to the car, Sam discovers an alternative place for swimming where the waves are little.

Building the Balanced Reader

Concepts About Print

- Introduce the opposites: *big, little; up, down*.
- Revise the initial letter: *w – we, went, waves, water*.
- Reinforce that punctuation supports meaning.

Vocabulary

Key High-frequency Words

can, here, went

Content Words

beach, water, wave, slide, ladder

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** Identify Sam as a character from the story books at levels 3–5. Discuss why Sam's dog, Bingo, isn't with them at the beach.
- **Pages 2–9** Discuss Sam's feelings – her excitement that turns to fear and then disappointment. Encourage students to express feelings about similar situations.

- **Pages 10–13** Explain the purpose of aquatic centres. Point out the fun that students are having.
- **Pages 14–16** Encourage students to find the words and phrases in the text that match the illustrations, e.g. *down the little slide, little waves*. Talk about the fun Sam is having now.

Comprehension

- What did Sam tell her mum when they were in the water? (*Literal*)
- Why did Sam and her mum go back up the beach? (*Inferential*)
- Where did Sam and her mum go instead? (*Inferential*)

Follow-up Activities

- Paste coloured photographs of waves into an enlarged book. Ask students to give descriptive sentences or statements.
- Talk about water safety with students. Write the headings *Swimming at the beach* and *Swimming at the pool* on two separate charts. As the topic is explored, write students' ideas on to the appropriate chart. Illustrations could be added beside each safety issue. Display the charts and revisit them throughout the year. Read *Where is it Safe to Play?* (PM level 5/6) and *Hot Sunny Days* (PM level 8/9) to reinforce these ideas.

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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