

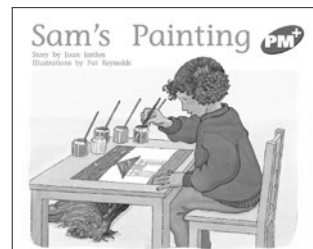
# Sam's Painting

PM Level 10

Blue

**Text Type** Narrative

**Running Words** 181



## Preparing for Guided Reading

### Orientation to the Text

- Take students outside on a windy day, or talk about things that get blown about by the wind. List students' ideas on a chart.

### Prior Knowledge

- In this story, Sam paints a picture of a house. She takes her painting outside to dry. The wind blows it onto the garden and it gets muddy. Undeterred, Sam turns the muddy mark into a painting of Bingo!

### Key Language Structures

- Phrases that tell when or where add meaning to the verbs in the sentences.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*beautiful, did, roof, sky*

#### Content Words

*ears, eyes, nose, painting, roof, sky, tail, wind*

### Decoding

- Recognises the high-frequency words in the text.
- Applies knowledge of sound-letter relationships to assist with decoding of unfamiliar words.

### Fluency and Phrasing

- Adjusts the pace of reading to assist with fluency.
- Makes appropriate predictions about the text to assist with understanding.

### Focusing on the Book – Guided Reading

- Read the title together and discuss the cover illustration.
- Ask students to describe what is in Sam's painting. Locate the 'colour' words throughout the text.
- Talk about Sam's problem. Discuss the language structures – *Now I'm going to paint ...* and *But I can't!*
- Ensure that students use the illustrations to predict meaning.
- Predict what Sam will do next.
- Why is Sam looking at her painting again? Can students see any form in the muddy mark?

- Have students describe what Sam did with the muddy splodge.
- Talk about Sam's creative thinking when she solves the problem by drawing a picture of Bingo.
- Revisit verb endings: *paint, painted, painting*.
- Recognise colour names: *green, yellow, blue, brown, black, red*.
- Recognise blends: *gr – green, grass; sk – sky; bl – blue, black*. Use the **PM Library Alphabet Blends** books to find other words.

### Comprehension

- What was in Sam's painting? (*Literal*)
- Why did Sam shout for help? (*Inferential*)
- Why did Sam say her painting was no good? (*Inferential*)
- What did Sam do to make the painting beautiful? (*Inferential*)

### Follow-up Activities

- Have students make a painting of a house and garden. Some students might like to include their pet. Invite them to write captions describing their painting. Discuss how they avoided smudging the paint while it was still wet.
- Make relationship charts about the colours red, yellow, blue, green, brown and black.
- Revisit p. 12 in *Sam's Painting*. Talk about the shape that looked like a dog. Give students plain pieces of paper and ask them to cover the paper with finger paint (Tempera paint thickened with cornflour). Invite them to find 'shapes' that they can make into objects. Have students explain their choices.

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## Learning Intentions

- We are learning to more accurately make predictions about events in the text.
- We are learning to recognise a variety of punctuation marks to assist with fluency when reading aloud.

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## Success Criteria

- I can more accurately make predictions about events in the text.
- I can recognise a variety of punctuation marks to improve the fluency of my oral reading.

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## Guided Reading Notes

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