

# Tim's Favourite Toy

PM Level 10

Blue

**Text Type** Narrative

**Running Words** 202



## Preparing for Guided Reading

### Orientation to the Text

- Read *Best Loved Bear* (Diana Noonan, 1994) or *My Old Teddy* (Don Mansell, 1992). Encourage students to talk about the affection they feel for a favourite soft toy.

### Prior Knowledge

- Tim's best friend Michael is introduced in this story in a very special way. Their close bond of friendship is evident in successive stories.
- Sentence structures vary in length and presentation. There are opportunities for students to stress words in bold type. The stressed words help students to read with insight.

### 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

*gone, laugh, new, now, old, show, that*

#### Content Words

*always, dinosaurs, dolls, favourite, laughed, show*

### Decoding

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

### Fluency and Phrasing

- Adjust the pace of reading to assist with fluency.
- Make appropriate predictions about the text to assist with understanding.

### Focusing on the Book – Guided Reading

- Discuss the cover illustration and the book title. Talk about what the word *favourite* means to students.
- Tell students that Tim and Michael are close friends and that they are going to meet them both in other books, too. Talk about Tim's old teddy, and find the clue in the picture that shows he has been much cuddled.

- Ensure students notice that Tim's teddy has not been put up on the table (i.e. he is still being cuddled).
- Ensure students understand that Michael is waking Tim up to protect him, and not to tease him.
- Tim is not too embarrassed to admit his affection for his teddy, and the fact that he always takes him to bed.
- Giggles overcome Tim and Michael because only they know about the last time Tim went to sleep with his teddy, and how true the sentence, "I always go to sleep with my teddy", was.
- Find words in the story that rhyme with *boys*, *bike*, *name*, *dad*, *book* and *bake*.
- Discuss the name and purpose of a question mark. Find questions and answers in the story.
- Locate examples of regular plurals, i.e. *toys*, *dolls*, *dinosaurs*; and irregular plurals, i.e. *teddies*, *children*.

### Comprehension

- Why did the children bring their toys to school? (*Literal*)
- Why did Tim go to sleep in the classroom library? (*Inferential*)
- Why did Michael wake Tim up? (*Inferential*)

### Follow-up Activities

- Encourage each student to bring a favourite toy to school. Make a class display of the students' toys. Label each toy.
- As a class, create string stories. Have students sit in a small circle. One student begins by telling a story about their favourite toy while holding a ball of string or wool. When they have told their story they hold onto one end of the string and throw or pass the ball to a friend who then tells their story. After each student has had a turn, a large 'story web' has been formed in the centre of the circle.
- Use the ideas discussed in the string stories to plan a story about an adventure or a happy time with a favourite toy. Encourage students to talk about their ideas and to draw a detailed picture prior to writing the story. Some students may like to publish their story. These students could then present their stories to the class.

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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.
- \_\_\_\_\_

## 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.
- \_\_\_\_\_

## Guided Reading Notes

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