

Birthday Presents

PM Level 11

Blue

Text Type Narrative

Running Words 162



Preparing for Guided Reading

Orientation to the Text

- Discuss going shopping to buy a birthday present. Talk about making choices. Encourage students to name gifts that they have received that were 'good' choices. Ask them to give reasons why the gifts were so suitable.

Prior Knowledge

- Emma and Matthew are twins. It will be their birthday soon and Mum and Dad take them shopping. Is it a coincidence or do twins really think alike when each selects the same gift for the other?

Key Language Structures

- Adjectives are used to describe nouns in the text, e.g. *best present*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

Friday, present, shut, whistle

Content Words

dear, first, outside, shop

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by re-reading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation mark e.g. the different pause for a full stop compared to a comma.

Focusing on the Book – Guided Reading

- Discuss the cover illustration and read the title. Do students recognise Emma and Matthew?
- Discuss the suitability of the shop. Observe that Mum goes in with Matthew, while Dad stays outside with Emma.

- Ask, *Will Emma like Matthew's choice?* Discuss Mum's response and how she lets Matthew make his own decision.
- Discuss what has happened on pp. 6–9.
- Enjoy the coincidence of the children both using the same hiding places.
- Predict what the characters will say when they open their presents.
- Enjoy the twins' obvious happiness at receiving their presents.
- Read *st* and *pr* (**PM Library Alphabet Blends books**). List words that begin with these blends.
- Reinforce the use of pronouns: *his, her*.
- Focus on the change of the medial vowel: *had, hid*.
- Focus on the change of the onset: *play, stay, day*.
- Revisit the silent letter in *whistles*.

Comprehension

- Where did Matthew and Emma go with Mum and Dad? (*Literal*)
- Why did Dad say, "Oh, dear!"? (*Inferential*)
- How did the twins feel about getting a whistle as a present? (*Inferential*)

Follow-up Activities

- Have students name presents that they really enjoyed. Encourage them to use the question prompts: What? When? Who? as they present their ideas. Have students write their responses on separate pieces of paper. As they read them aloud, ask students listening to identify if all the question prompts have been used.
- Write the labels for different family members across the top of a large sheet of paper. Provide students with a selection of advertising brochures. Ask them to cut out appropriate presents and paste them under each heading.

Birthday Presents

Date _____

PM Level 11

Blue

Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.

• _____

Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and re-read a word/sentence again to problem solve or confirm the text.

• _____

Guided Reading Notes

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