

Come on, Tim

PM Level 11

Blue

Text Type Narrative

Running Words 198



Preparing for Guided Reading

Orientation to the Text

- Sing 'Whistle a happy tune' from the musical *The King and I*.
- Listen to the traditional story *Peter and the Wolf*. Talk about Peter's emotions and reactions to a problem that made him afraid.

Prior Knowledge

- The main character in this book, Tim, is introduced for the first time. Tim begins to overcome his fear of heights with the support of his friends and his teacher.
- Prediction is part of all enjoyable reading. Good prediction is also closely related to the all important self-correction skills.

Key Language Structures

- Pronouns and verbs are linked together to make meaningful sentences, e.g. *She looked up at Tim*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

did, do, fast, first, Then, top

Content Words

climbed, ladder, fast, pole, children

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 marks, e.g. the different pause for a full stop compared to a comma.

Focusing on the Book – Guided Reading

- Introduce the three new characters – Tim, Michael and Anna – from the cover illustration. Ask, *Which one is Tim?*

- Encourage students to notice (especially during the second reading) all the small clues and signs that show that Tim is nervous.

Comprehension

- Who went down the pole fast? (*Literal*)
- Why did Mrs Hill stay by the pole? (*Inferential*)

Follow-up Activities

- Go out to the playground and look closely at the play equipment. Talk about the equipment that children enjoy or dislike using. Encourage them to qualify their statements.
- Draw two pictures to show opposite feelings about playground equipment.
- Design a new fort for the school playground. Make a list of all the things it will need to make it fun and exciting, but not too hard. Draw the new fort or make a model with plastic blocks.
- Play a guessing game, 'The scary thing'. Use a cotton drawstring bag (the material must not be see-through) 20 cm x 30 cm. Put an unusual object in the bag. The children take turns to put their hand in the bag, feel the object and describe it.
- Share the story *Where the Wild Things Are* (Maurice Sendak, 1963). Make collage pictures of the wild things. Mount these pictures on coloured card. Write descriptive words.

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.

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Success Criteria

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

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Guided Reading Notes

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