

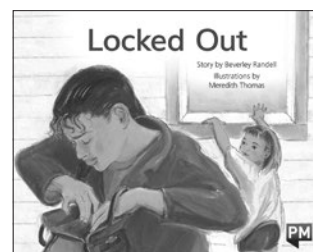
Locked Out

PM Level 11

Blue

Text Type Narrative

Running Words 194



Preparing for Guided Reading

Orientation to the Text

- Share the story *Alfie Gets in First* (Shirley Hughes, 1981). Discuss the reasons why we need to lock our doors when we are not at home.

Prior Knowledge

- This is the fifth book about Sally and her Mum. The good relationship, established in previous books, is part of this story, too. This story is about keeping ourselves safe – the importance of hiding a key in a good safe place.
- Students will find context helpful when they meet a number of new (and sometimes awkward) words for the first time. Most of these are at the ends of sentences (*work, shut, place*).

Key Language Structures

- Two adjectives are used to describe some nouns in the text, e.g. *good safe place*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

gone, It's, open, place, saw, that

Content Words

brown, key, locked, next, place, shut, window, work

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

- Identify the characters on the cover illustration from previous stories.

- Read p. 3 together, encouraging students to use the initial letter and context to decode the word *work*. Predict why Mum is looking in her bag.
- Take time after reading p. 5 to discuss the implications of being locked out and how to avoid it.
- On a chart, list students' predictions of what Sally and her mother will do next.
- Encourage scanning of words to recognise endings, e.g. *er*: *after, flower, dinner, ladder, hammer, river, Mother, Father* (from previous texts).
- Encourage recognition of digraph *sh* – *she, shed, shut, shouted, shell, shorts* (from previous texts). Use **PM Alphabet Blends** series.
- Suggest other words that rhyme with *box, key, pot, shut*.
- Expand the contractions: *can't, Here's, I'm, It's, Let's, Where's*.
- Discuss the verb tenses: *go, going, gone*.

Comprehension

- What did Mum look for in her bag when she and Sally arrived home? (*Literal*)
- Why did Sally say *Good* when Mum couldn't see the key in the box? (*Inferential*)
- Why was the flower pot a good place to hide the key? (*Inferential*)

Follow-up Activities

- Discuss the sentence on p. 7, *Mrs James next door has a key*. Ask why she would have a key to Sally's home. *Who is a neighbour?* Clarify what is meant by the expression *A good neighbour*.
- Re-read *Locked Out* to discover the precaution Sally's mum took to help secure the house while they were away.

Discuss the many ways a family can secure their home when they are away for the day, or on holiday. Ask why 'under the mat' is not a good safe place for a key.

- Provide a large selection of keys that are no longer in use. Look carefully at the keys. Feel them. Trace around the different shapes. Identify similarities and differences. Encourage students to identify and group the keys according to common attributes.

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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