

# Mum Is Late

PM Level 11

Blue

**Text Type** Narrative

**Running Words** 199



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with the concept of a narrative. A narrative always has an introduction, a complication and a resolution.

### Orientation to the Text

- Mum walks Remy to school and tells her she is working today but won't be late to pick her up. Remy has a fun day at school. When she comes out, all her friends are being picked up but there is no sign of Mum. Remy's teacher takes her to the after-school room where she has a great time with her friend Tilly. When Mum arrives, Remy tells her she would be happy to go to the after-school room again.

### Key Language Structures

- Direct speech is used throughout the text. *"I have to go to work today, Remy," said Mum.*
- Irregular past-tense verbs are introduced, e.g. *gone, saw.*

## Building the Balanced Reader

### Vocabulary

**Key High-frequency Words**

*did, laughed, Now, so, take, Then*

**Content Words**

*classroom, playground, after-school room*

### Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Look at the word *read*. Ask, *What are the two ways you can say this word?* Discuss how it is said on p. 4 and why.
- Look at the word *Where*. Ask, *What smaller words can you see within this word?*

### Fluency and Phrasing

- Locate familiar words to develop smooth reading.
- Apply change in voice to reflect direct speech intonation.

### Focusing on the Book – Guided Reading

- Discuss the cover and title. Look carefully at the cover illustration. Ask students to predict what the story might be about. Ask, *Why might Mum be late?*

- Read p. 2 together. Ask students to predict what the complication of the story will be.
- Continue to read to p. 6. Invite students to suggest whether they think their predictions are correct or not and why.
- Look at the illustration on p. 9. Ask, *How is Remy feeling? How do you know?*
- Ask students to read p. 12. Invite students to share their experiences of after-school care. Ask, *What do you think Remy will do in the after-school room?*
- Read p. 16. Ask students how Remy is feeling now. How would they read the direct speech to show this?
- Ask students to recount the orientation, complication and resolution of the story.

### Comprehension

- Why couldn't Remy go and look for her mum? (*Literal*)
- How do you think Remy's mum felt about being late? (*Inferential*)
- Why didn't Remy mind that Mum was late? (*Inferential*)

### Follow-up Activities

- Ask students to take turns to read and listen to a partner reading the direct speech from the text. Encourage them to make their reading sound as much like talking as possible.
- Make a list with students of events that they have been late for. Have students draw a time they were late and write one or two sentences about it.
- Discuss with students what they would do if someone was late to pick them up from school, sport or other places. Make a book about appropriate actions to take to share with the rest of the class.

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## Learning Intentions

- We are learning that a narrative has an orientation, complication and a resolution.
- We are learning to use speech marks to help us read with expression.

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## Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can make my reading sound like talking when there are speech marks.

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## Guided Reading Notes

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