

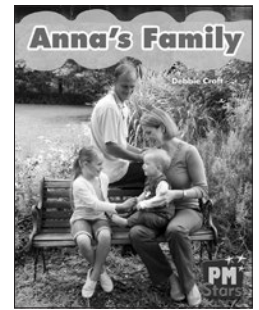
Anna's Family

PM Levels 8/9

Yellow

Text Type Description

Running Words 165



Preparing for Guided Reading

Orientation to the Text

- Recall that Anna and her family are the characters in *The Race* (PM levels 5/6).
- Explain that this book describes Anna's family.
- Read the title of the book. Discuss the family photograph on the cover. Explain that Anna and her family live in a small town.
- Turn to the title page. Read the list of contents and note the corresponding page numbers. Reinforce the family's interest in outdoor pursuits.

Prior Knowledge

- This book describes Anna's family, where they live and what they do.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

but, can't, has, have, lives, lots

Content Words

Anna, baby, brother, family, flowers, mechanic, Tom, tools

Decoding

- Reinforce recognition of high-frequency words in the book.
- Discuss the plural ending of these nouns: *friends, flowers, cars, trucks*.
- Change the onsets of these consonant-vowel-consonant words: *six, fix; but, hut, cut; mat, hat, pat*.
- Talk about the rhyming patterns in *small, ball, tall; town, down; play, stay*.
- Teach students to recognise changes in gender pronouns: *she, he; her, his*.
- Locate adjectives in the book that describe size: *a small town, a big flower garden*.
- Find the words *has* and *have* in the book. Introduce the words *having* and *had* in similar contexts.
- Discuss the root words in *lives, goes, likes, stays, grows, fixes*.
- Discuss the letter pattern at the end of this word: *brother*.

- Emphasise the importance of scanning across words. Identify visual similarities in these pairs of words: *town, tow; goes, grows; garden, garage*.
- Ask students to locate where commas have been used in the text, e.g. *Her friends, . . . At school, . . .* Teach students to pause or take a little breath at a comma, before reading on.

Fluency and Phrasing

- Teach students to recognise an error. Say, *Does that sound right? Does that make sense? Would we say ...? Let's check this word and try it again.*
- Encourage students to pause at line breaks. Talk about how meaning is reinforced through fluency.
- Revisit the structure of a description.

Focusing on the Book – Guided Reading

- Study the photographs on each page before reading the text. Introduce key interest words, e.g. *mechanic, tools*. Read the last paragraph on page 14. Discuss why this paragraph expresses a personal comment.
- Discuss the glossary on page 16. Recall that glossary words are presented in bold font within the text. Find each glossary word in the book.
- Invite students to share what they have learned about Anna's family.

Comprehension

- How old is Anna? (*Literal*)
- Where do Anna and her family live? (*Literal*)
- What does Anna like to do at school? (*Literal*)
- Why does Anna go to school on a school bus? (*Inferential*)
- Why does Anna's dad have a tow truck? (*Inferential*)
- Why isn't it safe for Anna to help her dad fix the cars and trucks? (*Inferential*)

Follow-up Activities

- Encourage students to describe their own families. Write these questions on cards to guide discussion: *Who is in your family? Where does your family live? What do the people in your family do? How do you like to help your family?*
- Provide opportunities during shared, guided or independent writing for students to refer to these questions when writing descriptions of their own families.

Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can sequence the beginning, middle and end events to retell the story.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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Guided Reading Notes

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