

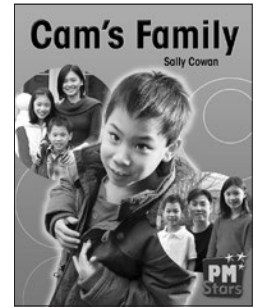
# Cam's Family

PM Levels 8/9

Yellow

**Text Type** Description

**Running Words** 159



## Preparing for Guided Reading

### Orientation to the Text

- Recall that Cam and his dad are the characters in *Dinosaur Day at School* (PM levels 5/6).
- Explain that this book describes Cam's family.
- Read the title of the book. Discuss the photographs on the cover. Explain that Cam lives with his mum and sister in a house by the shops while Dad lives in a house by the park. Inform students that Cam and his sister stay with Dad on some days.
- Turn to the title page. Revise how to use the contents and glossary. Read and discuss the chapter headings. Reinforce the family's interests in the arts.
- Study the photographs on each page before reading the text. Introduce key interest words, e.g. *art teacher*, *musician*, *violin*. Discuss the meaning of the word *musician*.

### Prior Knowledge

- This book describes Cam's family, where they live and what they do. Cam and his older sister, Lee, live with their mum and stay with their dad on some days. Both Cam and Lee share the family's interests in painting and music.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*from, fun, has, have, live, lots*

#### Content Words

*Cam, Lee, musician, shops, paint, paints, violin*

### Decoding

- Encourage quick recognition of high-frequency words in the book.
- Build upon students' phonemic awareness. Encourage students to apply their knowledge of letter-sound relationships to decode or check words, e.g. *s-i-x*, *fr-o-m*, *h-a-s*, *f-u-n*.
- Talk about the rhyming patterns in *Lee*, *see*, *bee*; *stay*, *play*; *fun*, *run*.
- Change the onsets of these consonant-vowel-consonant words: *Cam*, *Sam*; *six*, *fix*; *shops*, *tops*.
- Listen to the letter patterns at the ends of these words: *sister*, *teacher*; *violin*, *musician*.

- Find the words *have* and *has* in the book. Introduce the words *having* and *had*.
- Discuss the root words in *likes*, *comes*, *plays*.
- Find the verbs *live*, *like* and *love* in the book. Remind students to scan across words.

### Fluency and Phrasing

- Explicitly teach students to self-monitor errors. Provide prompts like *Does that sound right? Does that make sense? You said . . . Does that look right?* Model re-reading strategies that students can use when meaning or visual information needs to be checked, confirmed or self-corrected.
- Locate commas in the text. To reinforce reading with fluency, teach students to pause or take a little breath at a comma before reading on.
- Revisit the structure of a description. Ask, *What have you learned about Cam's family? Where do they live? What do they do?*

### Focusing on the Book – Guided Reading

- Discuss the personal comment on page 15: *And we love to go home to Mum, too.*
- Identify the glossary on page 16. Recall that glossary words are in bold font within the text. Find each glossary word in the book.
- Invite students to share what they have learned about Cam's family.
- Encourage students to share information about who is in their own families, where they live and what they do as family activities.

### Comprehension

- How old is Cam's big sister, Lee? (*Literal*)
- How does Cam's mum get to her school? (*Literal*)
- Where does Cam's dad live? (*Literal*)
- Why can Cam and Lee walk to school from Mum's house? (*Inferential*)
- What does a musician do? (*Inferential*)
- Why do Cam and Lee only stay with Dad on some days? (*Inferential*)

### Follow-up Activities

- Build a vocabulary list of different occupations, e.g. *a person who paints pictures is an artist; a person who plays in an orchestra is a musician; a person who fixes cars is a mechanic.*

## 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 |
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