

It is Raining

PM Level 8/9

Yellow

Text Type Recount

Running Words 56



Preparing for Guided Reading

Orientation to the Text

- Write a letter to the class. Post it and have it delivered in time for the lesson. Read the letter to the class.

Prior Knowledge

- A little girl writes a letter to her Gran, telling her about her walk in the rain.
- Read the title with students and discuss the photographs. Talk about the students' own experiences of splashing through puddles.

Key Language Structures

- Locate prepositional phrases that add information about *where*, e.g. *I ran in the puddles. It went into my mouth.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

here, made, we went

Content Words

rain, raining, today, puddles, walk, water

Decoding

- Support students when they apply their knowledge of phonemes to predict or decode words, e.g. *k-i-ck-ed, l-ea-f, r-ai-n-ing*

Fluency and Phrasing

- Explicitly teach students to use their knowledge of letters and letter-sound relationships to check, confirm or self-correct print details. Ensure that students are able to hear sound segments in words, e.g. *r-ai-n*, and can blend single sounds in vowel-consonant, consonant-vowel and consonant-vowel-consonant words.
- Remind students to pause briefly after phrases within sentences and after commas.

Focusing on the Book – Guided Reading

- Read the text and the letter text with students. Ensure that they understand that p. 3 is a copy of the child's own written letter.
- Talk about the series of photographs of the little girl and her mother walking in the rain. Some students may be eager to talk about similar experiences. Invite the sharing of ideas.

- Encourage the additional reading of the child's own writing. Students will want to comment on features of the text and the handwritten script.
- Read the letter with expression and fluency.
- Reinforce the use of illustrations and initial letters to decode unknown words.
- Discuss past-tense verbs: *ran, kicked, looked, went, got, made.*
- Find words relating to water in different forms: *rain, puddles, water.*
- Talk about words used for writing letters: *dear, love, from.*
- Put the events into a sequence with students. Discuss recounts and making sure events are in the right order.
- Talk about what you need for a walk in the rain, e.g. an umbrella, gumboots, a raincoat. Use the photos as a guide.

Comprehension

- Who did the girl write a letter to? (*Literal*)
- Why did the girl write a letter to her gran? (*Inferential*)
- How did the girl and her mother make the boats? (*Inferential*)

Follow-up Activities

- As a shared group activity, write a letter to a classmate who may be ill or absent from school for a specific reason.
- Use the format of the text as a model for letter writing.
- Invite students to write individual letters to a grandparent or another relative. Use the letter in the book as a model for the layout. List some ideas for the letter content. Suggest that the letters are taken home and posted.
- Have some leaves available to demonstrate how to make a leaf boat.
- Have a leaf boat race. Record the activity in list form. Add illustrations.

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Learning Intentions

- We are learning to recall events in the text in the order they occurred.
- 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 recall the order of events in the text.
- I can decode unknown words using my knowledge of letter-sound relationships.

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Guided Reading Notes

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