

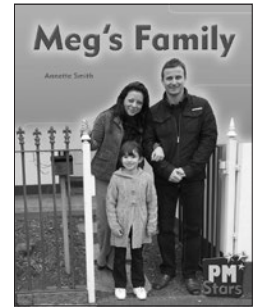
Meg's Family

PM Levels 8/9

Yellow

Text Type Description

Running Words 147



Preparing for Guided Reading

Orientation to the Text

- Recall that Meg and her family are the characters in *Looking for Tigers and Monkeys* (PM levels 5/6).
- Explain that this book describes Meg's family.
- Read the title of the book. Discuss the photograph on the cover. Explain that Meg is an only child and lives with her mum and dad in a house in Park Road. Inform students that Meg's grandparents also live in a house in Park Road.
- Turn to the title page. Revise how to use the contents and glossary. Find the chapter headings on the appropriate pages. Reinforce the family's interest in technology.

Prior Knowledge

- This book describes Meg's extended family, who they are, where they live and what they do.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

but, fun, has, have, lives, lots, makes

Content Words

cameras, computer, DVDs, Meg, photos

Decoding

- Encourage quick recognition of high-frequency words in the book.
- Identify the rhyming patterns in *makes, cakes, bakes; stays, plays, days; fun, run*.
- Change the medial vowels in these words: *has, his; but, bat; lots, lets; fun, fan*.
- Say these words, emphasising the -er ending: *computer, mother, father*.
- Discuss plurals formed by adding -s: *cameras, birds, animals*.
- Find the words *have* and *has* in the book. Introduce the words *having* and *had* in similar contexts.

Fluency and Phrasing

- Teach students to self-monitor errors. Provide prompts such as, *Does that sound right? Does that make sense? You said . . . Does that look right?*

- Locate commas in the text. Remind students to pause or take a little breath at a comma, before reading on.
- 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. Identify students who have had experience of making DVDs with photos. Involve these students in a discussion about how Meg's dad would make DVDs with the family photos.
- Discuss 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 Meg's family.
- Locate the words *two, too* and *to*. Explain that although they are pronounced the same, they are spelt differently and have different meanings. Talk about when the word *two* is used.
- Note the possessive apostrophes in *Meg's mum* and *Meg's dad*.

Comprehension

- Where does Meg live? (*Literal*)
- Who does Meg live with? (*Literal*)
- What does Meg's dad make with the photos that Meg's mum takes? (*Literal*)
- Why does Meg's mum have two cameras? (*Inferential*)
- How many computers does Meg's dad have? (*Inferential*)
- What do Meg and her family do together? (*Inferential*)

Follow-up Activities

- Ask students to bring family photos to school. Students can make books about their own families to share with the class.
- Provide an opportunity for students to talk about their own experiences of taking photos, looking at photos and playing computer games.
- Show students how to use a digital camera to take photos at school.

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