

My Dad

PM Level 8/9

Yellow

Text Type Recount

Running Words 113



Preparing for Guided Reading

Orientation to the Text

- The father in this book has a caring, supportive relationship with his family.
- Re-read *Big Things* (PM level 1).
- Talk about the way *big* is a relative word. It depends on what objects are being compared. Talk about the things that fathers wear that are 'big', e.g. shoes, T-shirts, shorts, hats, etc.

Prior Knowledge

- Recognise what fathers do to care for their families.
- Identify ways in which families work and spend time together.
- Identify safe practices when near the water or in the sun.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

all, helps, him, sit, very, way

Content Words

shoes, sunny, beach, water, waves, cooking, sausages, painting, playhouse

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.
- Use voice intonation to convey meaning when reading words in bold print.

Focusing on the Book – Guided Reading

- Read the name of the book and discuss the cover and title page photographs. Talk about why the father has crouched down.
- pp. 2–3 – Discuss why the girl thinks that her Dad is very big.

- pp. 4–5 – Ask students to look at the photograph on p. 5 and name the items of clothing which differ in size, e.g. T-shirts and shorts, as well as shoes and hats.
- pp. 6–7 – Ask students to identify where the family is going. Discuss what *all* refers to on p. 6. Talk about what the girl will be able to see when she is up on her Dad's shoulders.
- pp. 10–11 – Talk about having barbecues at home. Ask students who usually does the barbecue cooking.
- pp. 12–13 – Point out that the girl is helping her father. Talk about why he might like a cold drink.
- pp. 14–16 – Talk about the things that the father and his daughter did to help each other.

Comprehension

- Who cooked the sausages? (*Literal*)
- Why did Dad let the girl paint the notice on the playhouse? (*Inferential*)

Follow-up Activities

- Ask students to bring photographs of their fathers to class and to write stories about them. Put the photographs and stories into a class book called *Our Dads*.
- Students could write invitations asking their fathers to come to school. Organise activities that the fathers and students can do together, e.g. reading in the library or viewing a play.
- Discuss all the 'sun-safe' precautions that the father in *My Dad* took, e.g. hats, shirts, sun umbrella, shoes. Talk about what he did to keep his daughter safe in the water, e.g. a swim-ring, shallow water, small waves and adult supervision. Students could make posters titled *Be safe in the sun* or *Keep safe around water*.
- Re-read *Tall Things* (PM level 5/6). Ask students to paint themselves standing beside their fathers to show where they come up to. Have students write simple captions to attach to their paintings.

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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