

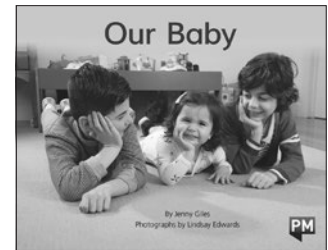
# Our Baby

PM Level 8/9

Yellow

**Text Type** Recount

**Running Words** 87



## Preparing for Guided Reading

### Orientation to the Text

- Re-read *The New Baby* (PM level 7).
- Ask the students to talk about all the things they know about babies.
- List the students' responses on a chart.

### Prior Knowledge

- Recognise ways in which family members support one another when there is a baby in the family.
- Identify the dependency of babies upon others, especially parents.

### Key Language Structures

- Adjectives describe nouns in the text, e.g. *hungry, little, clever*.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*her, likes, our, with*

#### Content Words

*drink, milk, pictures, smiles, teeth*

### Decoding

- Encourage quick recognition of high-frequency words in the book. If necessary, use the **PM High Frequency Reading and Writing Word Cards** to assist quick recall.
- Support students when they apply their knowledge of phonemes to predict or decode words, e.g. *t-ee-th, dr-i-nk, m-i-lk*.

### 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, 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 title and discuss the cover and the title page photographs. Ensure that students understand that the two brothers and the baby are the main characters, hence the title *Our Baby*.
- Talk about the safe, attractive environment of the baby's room. Note that the boys are watching the baby but not disturbing her. Talk about why it is important that the baby is lying on her back and that the sides of the cot are up. Ask students why they think the ABC chart is on the wall.
- Discuss the reasons why babies cry to gain attention. Talk about the way babies are dependent upon others, especially their parents. Notice how the younger brother amuses the baby. Ask students why the boys waited for their mother to pick up the baby.
- Talk about grandparents as extended family members. Discuss what grandparents can do to look after babies.

## Comprehension

- Why did the baby cry when she woke up? (*Literal*)
- Why did the baby look at the pictures in the book? (*Inferential*)
- Why do Gran and Grandad come to visit the baby? (*Inferential*)

## Follow-up Activities

- Discuss the things that babies are able to do. Write these onto a chart or whiteboard, e.g. *A baby can sit up. A baby can roll a ball*. Ask each student to write one of these sentences on a card. They can then cut out baby pictures from magazines and paste them onto the cards.
- Make a chart of words to describe babies, e.g. *babies are cute, babies are cuddly, babies are messy, babies are sleepy, babies are funny, babies are happy*, etc. Discuss these statements.
- Invite a parent to bring his or her baby into the classroom to show the students and to answer questions they might have about babies.
- Talk about how both parents and children can help when there is a baby in the family. Discuss and list those things that must be done by an adult, e.g. lifting and carrying, bathing, preparing meals, putting children to bed. Discuss and list ways in which children can help, e.g. reading a story, picking up toys from the floor, telling a parent when the baby wakes up.

# Our Baby

Date \_\_\_\_\_

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## Learning Intentions

- We are learning to remember information that describes the subject of the book.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

• \_\_\_\_\_

## Success Criteria

- I can recall specific information that describes the subject of the book.
- I can decode unknown words using my knowledge of letter-sound relationships.

• \_\_\_\_\_

## Guided Reading Notes

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