

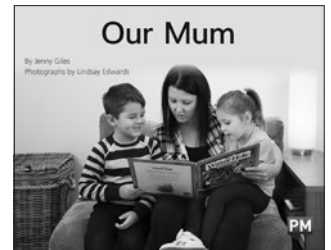
Our Mum

PM Level 8/9

Yellow

Text Type Recount

Running Words 133



Preparing for Guided Reading

Orientation to the Text

- Re-read *Mum* (PM Starters One). Encourage the children to talk about what their own mothers do to care for them.
- List some of the children's responses on a chart.

Prior Knowledge

- Discuss the ways in which mothers care for their families.
- Identify ways in which family members can help one another.

Key Language Structures

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

Building the Balanced Reader

Vocabulary

Key High-frequency Words

falls, help, helps, inside, walk

Content Words

cries, library, oranges, school, teacher

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-ea-ch-er*, *b-a-g-s*, *sh-o-pp-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, 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 title page photographs. Identify the characters in the book — Mum and her two children.

- Discuss the mother's job as a teacher. Discuss reasons why the mother is holding her daughter's hand.
- Talk about younger children going to kindergarten before they go to school. Identify other places, similar to kindergarten, that young children may go to before going to school.
- Talk about how parks have spaces for children to play. Reinforce with the children how important it is that an adult or older family member is with them when they go to the park.
- Discuss the family's visit to the library. Encourage the children to talk about their enjoyment when listening to stories.
- Observe the way they are all helping to carry the bags. Talk about why the mother bought them all ice-creams.
- Talk about how the accident may have happened. Talk about the ways the mother helps her daughter.
- Ensure the children notice what Mum has used to clean the graze before putting a plaster over it.
- Have the children talk about times when someone reads to them.

Comprehension

- Why did the family go to the library? (*Literal*)
- Why did the little girl fall over? (*Inferential*)

Follow-up Activities

- The students could use ideas from *Our Mum* to write stories about their own mothers. These stories can be illustrated and made into a class book. The children could also bring photos of their mothers to put in the book.
- The students could write invitations to their mothers asking them to come to the school library to read some books with them.
- Discuss the many things that mothers do. Divide the students into two groups. Ask one group to draw some things that their mothers might do in the morning and the other group to draw some things that their mothers might do in the afternoon. As each group tells the other about their pictures, the group listening could suggest other things.
- Identify appropriate places for children to play. Discuss the need for adult supervision wherever children are playing.

Our Mum

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.

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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.

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Guided Reading Notes

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