

Rain is Water

PM Level 8/9

Yellow

Text Type Information Report

Running Words 82



Preparing for Guided Reading

Orientation to the Text

- Have students close their eyes as they place their hands into a plastic container of cold water. Record students' statements as they move their hands in the water. e.g. *Water is wet, It is cold, Water is soft.*

Prior Knowledge

- This text is a simple factual report based on the experiences of young students. It begins with a general statement about rain followed by descriptions of various aspects of the topic.

Key Language Structures

- Prepositional phrases add information that tells where, e.g. *It runs down the windows. Rain comes down on the roof.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

down, it, out, the

Content Words

clouds, flowers, grass, roof, trees, windows

Decoding

- Teach students to apply their phonemic awareness to decode or predict words, e.g. *fl-ow-er-s, r-oo-f, cl-ou-d-s.*

Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

Focusing on the Book – Guided Reading

- Read the title. Look closely at the photographs to discover details that will lead into the text.
- Study each photograph in turn, discussing details. Make links with the information gained from the other texts in **PM Plus** Non-fiction levels 8 and 9.
- Explain that the dark-grey colour in the clouds is a sign that it is heavy with cold rain.

- Reflect on these statements on pp. 8–9 and allow students time to discuss their observations and experiences of rain.
- Discuss the photographs on pp. 10–13 before reading the text. Observe how students match picture clues to the text.
- Allow time for students to read and draw conclusions about the meaning of the text.
- Revise the plurals: *clouds, trees, plants, houses*
- Use *tr, gr, cl* and *pl* (**PM Library Alphabet Blends**) to revise: *tr – trees, gr – grass, cl – clouds, pl – plants.*

Comprehension

- Where does rain come from? (*Literal*)
- What did students wear to keep warm and dry in the rain? (*Inferential*)
- Why did students dry off outside the house? (*Inferential*)

Follow-up Activities

- Make a large mural about the book from collage materials. Involve students in the planning.
- On light card, have students draw crayon and dye pictures about the text or additional observations. Cut the card to make two-piece jigsaw puzzles.
- Write each sentence from the text on to separate pieces of firm paper. Invite students to locate the pairs of sentences that when matched, equal the correct cause-and-effect statements.

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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 recall specific information from 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