

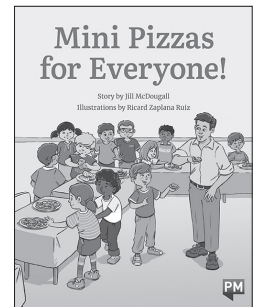
Mini Pizzas for Everyone!

PM Level 16

Orange

Text Type Narrative

Running Words 361



Preparing for Guided Reading

Prior Knowledge

- Review how chapters are used to organise information in a narrative, and how students can use the headings to anticipate what might be coming up in the text.
- Talk about students' own experiences of cooking at home. Invite them to share any challenges they have encountered, as well as what went well.

Orientation to the Text

- When Jon wants to make mini pizzas for his class party, he is happy to have the help of his older sister, Izzy. But the mini pizzas prove so popular at home that there aren't enough left for everyone in Jon's class.

Building the Balanced Reader

Vocabulary

Key Vocabulary

afternoon, ate, began, carefully, could, great, holidays, people, together

Content Words

bases, cheese, hungry, mini, okay, pepper, pizzas, tomatoes

Decoding

- Talk about what contractions such as *can't* and *won't* are short for, to help students read and understand them.
- Encourage students to read on, then go back, when they read an unfamiliar word.
- Look at the word *afternoon* on page 4 together. Ask, *What sound does the 'a' make in this word? Can you think of any other words where 'a' makes the same sound?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *Who do you think the Everyone in the title might be? What makes you say that?*
- Read pages 2–3 together. Ask, *What caused Jon to say he could bring mini pizzas to school? Talk about Jon's response being an effect of Mr Lee's request for everyone to bring food for the class party.*

- Model reading pages 4–5 with expression. Talk with students about the cues you used to know when to change your voice, such as the exclamation mark in the final sentence on page 5.
- Invite students to read page 7 with expression. Ask, *How is Jon feeling? How can you show this with your voice?*
- Continue to page 9. Ask, *What was the effect of Dad eating one of the pizzas?*
- Read page 12 together. Ask students to identify the cause and the two effects on the page. Ask, *Which happened first – the cause or the effects?*
- Look at page 15 together. Invite students to think of a question that they could ask about the cause and effect on this page. Talk about what caused Mr Lee to tell Jon he did a good job.
- Practise reading page 16 together with appropriate expression. Ask, *What punctuation on this page helps us to know what expression to use?*

Comprehension

- Who helped Jon make the mini pizzas? (*Literal*)
- Why was everyone in the class asked to bring something for the class party? (*Inferential*)
- What might you need to know to make mini pizzas? (*Applied Knowledge*)

Follow-up Activities

- Ask students to draw and/or write what their favourite type of pizza is on a small card. Organise the cards onto a large piece of paper to make a picture graph. Invite students to make statements about the graphs, such as which type of pizza is the most or least popular.
- Write a procedure together to describe how to make mini pizzas. Work through the goal, materials and steps with students and invite them to suggest what you could include to make the procedure clearer, such as images or diagrams.
- Use your procedure at a pizza-making day for the class. After checking for any allergies, provide a range of ingredients for students to choose from, and involve parents if possible to support small groups of students to follow the steps in the procedure. After you have enjoyed eating your mini pizzas, make a list of words that students use to describe the experience.

Mini Pizzas for Everyone!

Date _____

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Learning Intentions

- We are learning to identify causes and effects.
- We are learning to read with expression.

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Success Criteria

- I can explain why events in the book happened and what effect they had.
- I can change my voice to show how a character is feeling.

• _____

Guided Reading Notes

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