

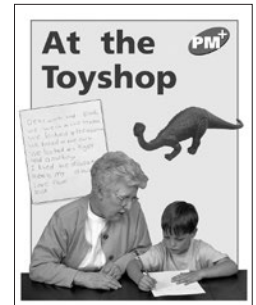
At the Toyshop

PM Level 5/6

Red

Text Type Recount

Running Words 35



Preparing for Guided Reading

Orientation to the Text

- Have students recall any shopping excursions with their grandparents. List these events using simple sentence structures, e.g. *We had lunch in the big food court. We went to the supermarket.*

Prior Knowledge

- A little boy is staying with his Gran. They have been shopping together. Now he is writing a letter to his parents telling them about the exciting events of the day.

Building the Balanced Reader

Concepts About Print

- Talk about the layout of a letter.
- Discuss the final sound in: *looked, liked.*
- Notice the full stop at the end of each sentence.

Vocabulary

Key High-frequency Words

here, shop, we, went

Content Words

Mum, Dad, toyshop, dinosaur, cars, tiger, monkey

Decoding

- Locate most high-frequency 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.

Focusing on the Book – Guided Reading

- **Cover** Read the title to students. Encourage them to study the photograph and predict what is happening. Read the title again on the title page.
- **Pages 2–3** Read the text and confirm students' predictions. Read the boy's own letter on page 4. Ensure that students understand how these two pages and subsequent pages work together.
- **Pages 4–5** Help students to understand that the little boy is now recalling the events of the day.

- **Pages 6–11** Talk about the choice that the little boy will have to make. Ask, *Which toy do you think he will choose?* Continue to read the boy's own writing to reinforce the meaning of the text.
- **Pages 12–15** Ask, *Why do you think he chose the dinosaur? How do you think Gran feels about his choice?*
- **Page 16** Read the letter without interruption.

Comprehension

- Who did the boy write to about the toyshop? (*Literal*)
- Which toy did the boy like the most? (*Inferential*)
- How did the boy feel about being in the toyshop? (*Inferential*)

Follow-up Activities

- Write each sentence on separate cards, keeping the text layout exactly as it is written in the book. In pairs or in small groups, ask students to reassemble the letter in the correct order of events.
- Using the cards from the previous activity, have students draw a picture to match each sentence. These pictures could then be pasted into an enlarged book. Using thick black felt pens, copy the matching sentence under each picture. Talk about the importance of the illustration matching the text.

At the Toyshop

Date _____

PM Level 5/6

Red

Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to make connections with the text.

• _____

Success Criteria

- I break word up by using my knowledge of letters, sounds and spelling patterns to help me to read unknown words.
- I can make and discuss connections between the text and my own life. I.e. objects that are taller than me in the classroom.

• _____

Guided Reading Notes

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