

# At the Toyshop

PM Level 1

Magenta

**Text Type** Recount

**Running Words** 32



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand the concept of window shopping as looking at things in a shop that you may not buy.

### Orientation to the Text

- A boy and his mum look at lots of different things at the toyshop, including a ball, a truck and a dinosaur.

### Key Language Structures

- The story follows the structure 'Look at the', ending with a toy that the boy and his mother are looking at.
- Students may need to use some basic prepositions such as 'on' and 'in' to describe where the toys are in the pictures.

## Building the Balanced Reader

### Vocabulary

**Key High-frequency Words**

at, Look, the

**Content Words**

ball, bear, car, dinosaur, helicopter, plane, robot, truck

### Decoding

- Look at the word *car*. Ask, *What sound does the word start with? What can you see in the picture that starts with the same sound?*
- Read the word *Look*. Ask, *What two letters make the 'oo' sound in 'Look'?*

### Fluency and Phrasing

- Have students point to each word of the first sentence as you read it. Ask, *What do you see at the end of the sentence? What did I do when I got to the full stop?*

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Ask, *When have you been to a toyshop? What did you see?*

- Look at pp. 2–3 together. Read 'Look at the' to students and invite them to predict what the next word will be. Ask, *What can you see in the picture that would help you work out the word? What is the first sound in the word?*
- Look at p. 7. Ask students to name the two toys on the page. Ask, *What sound do both of the words start with?*
- Continue to p. 11. Ask, *How many syllables are in 'helicopter'?*
- Look at pp. 12–13. Discuss what the boy and his mother are looking at. Point to the word *bear* and say the first sound together. Ask, *What do you think the word is?*
- Read p. 16. Ask students to describe what they see in the picture.
- Reread the text together, practising pausing at the full stops.

### Comprehension

- What are two things the boy saw at the toyshop? (*Literal*)
- Do you think the boy liked visiting the toyshop? Why or why not? (*Inferential*)
- Why do you think the bear was near the seal and the elephant? (*Inferential*)

### Follow-up Activities

- Choose one of the toys in the story and make a list of different words that you could use to describe it with students. Make a simple graphic organiser with a picture of the toy in the middle and the words around the outside to display in the class.
- Set up a toyshop in your classroom with a range of toys and some play money. Talk to students about the language they would use to choose and buy a toy and how the shop assistant might reply. Give students time in the toyshop to practise their oral language skills.
- Write the sentence stem 'Look at the' on the board. Ask students to draw a picture of one of their favourite toys and to copy the sentence stem. Encourage them to try and write the first letter of the item they have drawn and support them to write the rest of the word.

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## Learning Intentions

- We are learning to use picture clues with initial sounds to help us work out words.
- We are learning to recognise and use punctuation.

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## Success Criteria

- I can read some words using picture clues and the first sound.
- I can stop at full stops when I read.

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## Guided Reading Notes

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