

# Dinner time

PM Level 1

Magenta

**Text Type** Procedure

**Running Words** 31



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with vocabulary relating to eating at the dinner table.

### Orientation to the Text

- A boy sets the table ready for dinner with his family.

### Key Language Structures

- The story follows the structure of a noun and verb followed by *here*. e.g. *The mats go here*.
- The definite article is used at the beginning of each sentence.

## Building the Balanced Reader

### Concepts About Print

- Ensure that students are familiar with the skills involved in handling and reading a book – awareness of the front and back of the book, the starting point for reading, page turning and directionality, word-by-word matching.

### Vocabulary

#### Key High-frequency Words

*go, here, The, we*

#### Content Words

*drinks, forks, knives, mats, napkins, rolls, spoons*

### Decoding

- Discuss the one-syllable words in the text, emphasising that a syllable must always have a vowel sound. Practise identifying the vowel sound in each syllable.
- Look at the word *knives*. Ask, *What sound do the 'k' and the 'n' make together in 'knives'? What sound does 'k' usually make?*

### Fluency and Phrasing

- Model reading the first three pages of the text with expression. Ask students to listen for how your voice changes as you read each page and allow them to practise reading the same text with expression.

## Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Ask students to name each of the items they can see in the picture.
- Look at pp. 2–3 together. Ask, *Do you use placemats on the dinner table?*
- Look at pp. 4–5. Ask, *What do you think the boy will put out next? Why?*
- Continue to p. 11. Look at the word *napkins* and discuss how many syllables it has. Ask, *What do we use napkins for?*
- Look at pp. 12–13 together. Talk about what is on the table now. Ask students to identify the order that the boy put the items on the table.
- Read p. 16. Ask, *Which of those items do you have on your dinner table at home?*
- Reread the text together, focusing on using natural expression.

## Comprehension

- What was the first thing the boy did? (*Literal*)
- Why do you think people put mats on the dinner table? (*Inferential*)
- Why are some of the cups plastic? (*Inferential*)

## Follow-up Activities

- Write the words 'first', 'then', 'next' and 'last' on the board. Demonstrate a simple activity such as making a sandwich or cleaning the board, and ask students to describe the steps in order using the ordering words. Talk about the things that students need to do when they arrive at school, such as putting their bag away and bringing in their readers, and support them to draw the sequence to follow.
- Provide items to put on a dinner table, such as placemats, paper plates, napkins and plastic cutlery. Choose a student and give them instructions for which item to place first, then, and next until the last item has been placed. Repeat with the students giving the instructions. Discuss whether the order that the items are put out is important.
- Ask students to think about their favourite thing to eat for dinner. Write the sentence stem 'I like' on the board and have students draw and write about what they like to eat. Display the finished work or bind it together into a class book.

# Dinner time

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## Learning Intentions

- We are learning to retell events in the right order.
- We are learning to read with expression.

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## Success Criteria

- I can retell what happened first, next and at the end of the story.
- I can change my voice to show the sentence has ended.

• \_\_\_\_\_

## Guided Reading Notes

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