

Party time

PM Level 1

Magenta

Text Type Description

Running Words 32



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with the items that are commonly seen at a birthday party.

Orientation to the Text

- This text features three children looking at decorations, food and other items that you would expect to have at a party.

Key Language Structures

- The sentence structure 'Look at the' followed by a noun is used throughout the text: *Look at the balloons.*
- 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

at, Look, the

Content Words

balloons, cakes, drinks, hats, presents, ribbons, sandwiches, strawberries

Decoding

- Sound out the word *time* together. Ask, *What other letter works with 'i' to make the long 'i' sound?*
- Prompt students to get their mouths ready to read the longer words in the text. Talk about how the position of their mouths matches the sounds made by the initial letters.

Fluency and Phrasing

- Practise the high-frequency words from the text before you start reading to increase students' confidence and fluency.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Invite students to share their experiences of attending parties. Ask, *What did you do at the party? What did you see?*

- Look at pp. 2–3 together. Before reading the text ask, *What can you see in the picture? What do you think the text might say?*
- Look at the picture on p. 5. Ask, *What are the children looking at?* Look at the initial letter of the word *ribbons* and discuss whether this matches what students described.
- Continue to p. 9. Discuss when students have had sandwiches before and what their favourite fillings are.
- Cover the text on p. 12 and discuss what students can see on pp. 12–13. Invite students to suggest what the text says the children are looking at and look at the initial letter to confirm their predictions.
- Read to p. 15. Ask, *Which of the items on the table would you most like to eat?*
- Reread the text together, focusing on using the pictures and initial letters to accurately read the words.

Comprehension

- How many children are in the story? (*Literal*)
- Why do you think the children were having drinks at the party? (*Inferential*)
- What presents might the girl have been given? (*Inferential*)

Follow-up Activities

- Introduce children to games that you might play at a party, such as pass the parcel or musical chairs. Film students as they play. In pairs, have students practise describing the video and record their responses as an oral text to be viewed by other students or parents.
- Make a list with students of the words they might need to use to describe a party they have been to. Model writing a recount of a party for students, then support them to write two or three sentences about an event that they have attended. Allow them to draw a picture to go with their sentences.
- Plan a simple class party together. List the items that you could make, such as paper chains for decorations and party hats, and discuss the steps that you need to follow to make them. Choose a date for the party and take photos on the day for children to write about, using the 'Look at the' structure.

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Learning Intentions

- We are learning to make connections with what we read.
- We are learning to use picture clues and initial letters to work out words.

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Success Criteria

- I can describe how the party in the text is similar to or different from parties I have been to.
- I can read some words using picture clues and the first letter.

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Guided Reading Notes

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