

# Pop's Shed

PM Level 1

Magenta

**Text Type** Recount

**Running Words** 31



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand that 'Pop' is another name for grandfather or grandpa. The children in the story are Pop's grandchildren.

### Orientation to the Text

- Pop has a lot of things in his shed. The children ask him for some items, such as a ball and a box. What they use them for is a good surprise for Pop.

### Key Language Structures

- The story follows the structure 'Here is a', ending with an object that has been retrieved from Pop's shed.
- An apostrophe is introduced in the title *Pop's Shed*.

## Building the Balanced Reader

### Vocabulary

Key High-frequency Words

a, Here, is

Content Words

ball, bat, bowl, box, broom, brush, bucket

### Decoding

- Look at the word *Here*. Ask, *How many sounds can you hear in 'Here'? How many letters are in the word?*
- Ask students to locate the high-frequency words on each page.

### Fluency and Phrasing

- Read the first three pages to students, ignoring the punctuation. Reread the pages, stopping at the full stops. Discuss how the full stops give us a chance to think about what we have read and to look at the pictures.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Ask, *Who do you think Pop is? Who are the children?*

- Look at pp. 2–3 together. Ask students to describe what they see in the picture. Read the sentence and ask, *Which part of the picture is the sentence about?*
- Look at pp. 4–5. Ask students if they recognise any of the words from the previous page. Practise reading the sentence together.
- Continue to p. 8. Ask, *What letter does 'bat' start with? What sound does it make?*
- Look at p. 13. Ask students to suggest all the things they can see that start with the 'b' sound.
- Read p. 16. Discuss what the children did with the items from Pop's shed.
- Reread the text together and find all the words that start with 'b'.

### Comprehension

- What did the children use for Pop's hat? (*Literal*)
- Do you think the children's artwork looks like Pop? Why or why not? (*Inferential*)
- Why do you think all those things were in Pop's shed? (*Inferential*)

### Follow-up Activities

- Make a list with students of other words they know that start with 'b'. Allocate a word to each student and have them illustrate it. Bind their work together to make a class 'b' book.
- Provide a range of materials such as boxes, paper plates and string. Invite students to make their own artwork of themselves or one of their grandparents. Record them describing their work to share with their families.
- Make cards with the seven 'b' words from the text on them. Ask students to draw three of the items starting with 'b' and play a game of 'b bingo'. As you hold up a card, students circle the matching picture if they have it. The first child to have all three pictures circled wins.

## Learning Intentions

- We are learning to identify the letter 'b' and the sound it makes.
- We are learning to recognise some common words.

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## Success Criteria

- I can find words that start with 'b' and say the 'b' sound.
- I can read *Here*, *is* and *a* in the text.

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## Guided Reading Notes

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