

Popcorn Fun

PM Level 13

Green

Text Type Narrative

Running Words 217



Preparing for Guided Reading

Orientation to the Text

- Make some popcorn. If possible, use a popcorn maker. Observe how the popcorn changes colour and shape. Encourage students to talk about the smell of the popcorn as it cooks and the sound it makes.

Prior Knowledge

- Many students will have made popcorn. This experience will allow them to recognise the theme of the story and relate naturally to the visual language in the text, e.g. *The popcorn went round and round inside.*

Key Language Structures

- Adverbs and adverbial phrases add meaning to the nouns in the text, e.g. *inside, in the honey pot, in the bowl.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

fell, more, popcorn, ready

Content Words

honey, maker, start, yum

Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Build upon students' phonemic awareness and their knowledge of letter-sound relationships. Ensure they are transferring this knowledge when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe the strategies students are using to integrate meaning, language structures and visual information as they read. Explicitly teach students who require further support to crosscheck, confirm or self-correct when meaning needs to be regained.
- Emphasise reading with fluency that encompasses understanding. Remind students to adjust the pace of their reading when they encounter new vocabulary.

Focusing on the Book – Guided Reading

- Read the title and discuss the cover illustration.
- Compare Mum's idea for a wet-day activity with activities that students do at home on wet days. Explain that popcorn balls are made by rolling the popcorn in liquid honey.
- Ensure that students understand how the popcorn maker works. Recall that the popcorn will be hot when it spills out of the spout.
- Predict what might happen while Mum is away.
- Check students' predictions. Discuss Mum's laughing response to Katie and Joe's mischievous actions.
- Discuss words ending in y, e.g. *sticky, ready, honey.*
- Revisit and expand contractions: *it's, won't, let's, don't.*
- Talk about opposites, e.g. *up, down; hot, cold; long, short; in, out.*
- Discuss how many words are made by adding other letters to base words: *make, maker; stick, sticky.*

Comprehension

- What did Joe and Katie's mum tell them to do on a rainy day? (*Literal*)
- How did Joe and Katie feel about making popcorn? (*Inferential*)
- Was Katie and Joe's mum angry with them for eating the popcorn? (*Inferential*)

Follow-up Activities

- Discuss times when students have eaten popcorn. Write and draw about these occasions.
- Popcorn has a very distinctive smell as it is cooking. Ask students to name other cooking smells they like. List their ideas. Have them write about their favourite cooking smells. Gather students' stories and make them into a book entitled 'Our Favourite Cooking Smells'.
- If left unsweetened, popcorn is a healthy snack. Discuss other healthy snacks and the reasons why they are healthy. Invite students to make posters about healthy snacks.
- Make some popcorn in a popcorn maker. Help students to list the procedures involved.

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Learning Intentions

- We are learning to use speed, volume and pitch to correctly interpret the text when reading aloud.
- We are learning to think beyond what we are reading.

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Success Criteria

- I can make changes to my speed, volume and pitch to indicate my understanding of the text.
- I can make predictions and justify them with evidence from the text and/or prior experiences.

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Guided Reading Notes

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