

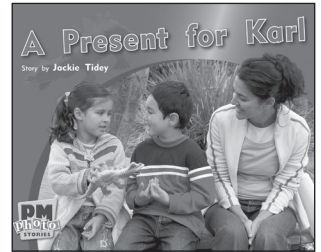
A Present for Karl

PM Level 4

Red

Text Type Narrative

Running Words 81



Preparing for Guided Reading

Prior Knowledge

- Talk with students about the sorts of items that are bought and sold at school fairs.

Orientation to the Text

- In this story, Bella is at a school fair with Mum and Karl. She goes to a toy stall and hunts for a toy to give to Karl, eventually finding a suitable toy dinosaur.

Key Language Structures

- Mix of longer and shorter sentences.
- Use of dialogue to add interest.

Building the Balanced Reader

Concepts About Print

- Recognise the following initial letters within the context of the story: *Bb* – Bella, big, box; *l* – look, looked
- Identify the digraph *th* in *the* and *thank*.

Vocabulary

Key High-frequency Words

are, can, for, looked, looking, Oh, ran, thank, you

Content Words

present, Bella, toy, rabbits, man, dolls, box, dinosaur, Mum, Karl

Decoding

- Locate some high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and differentiate between the purpose of a full stop and a comma.
- Change voice to apply the purpose of quotation marks.

Focusing on the Book – Guided Reading

- **Cover** Ask, *Do you think Karl is happy that Bella is giving him the dinosaur? Does there always need to be a special reason to give someone a present?*
- **pp. 2–3** Ask, *What sorts of toys can Bella see on the table? How much does each toy cost?*

- **pp. 4–5** Discuss how the man is showing Bella some rabbits. Ask, *Why don't you think Bella wants a rabbit?*
- **pp. 6–7** The man is now showing Bella some dolls. Ask, *What does Bella's face tell us about her feelings about the dolls?*
- **pp. 8–9** Discuss how Bella wants to look in the box. Ask, *Do you think the man is happy to let Bella look in the box? What types of toys can you see in the box?*
- **pp. 10–11** Ask, *Do you think Bella will find the kind of toy she wants in the box?*
- **pp. 12–13** Discuss how Bella has found a green dinosaur toy. Ask, *Do you think this is the kind of toy Bella was hoping to find? Why/Why not?*
- **pp. 14–15** Talk about Bella's excitement as she hurries back to Mum and Karl. Ask, *Do you think Mum and Karl are surprised that Bella has found a present for Karl?*
- **p. 16** Ask, *Do you think Karl likes the dinosaur? Why/Why not?*

Comprehension

- Where did Bella find the dinosaur? (*Literal*)
- Why do you think Bella didn't choose a rabbit or a doll? (*Inferential*)

Follow-up Activities

- Talk about the purpose of school fairs. Have students think of an idea for a stall at the school's next fair, and think of things they could contribute to it, such as old toys, clothes they have outgrown, or even artworks they have made.
- Talk with students about their experiences of attending a school fair. Ask, *What was your favourite stall at the fair?* Have students draw pictures of the stall, and assist them with adding labels for the items that were sold at the stall.

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Date _____

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.
- _____

Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks in text.
- _____

Guided Reading Notes

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