

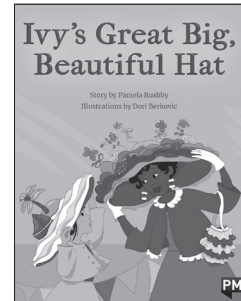
Ivy's Great Big, Beautiful Hat

PM Level 17

Turquoise

Text Type Narrative

Running Words 461



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with what an internet video or channel is and how people use the internet to learn new skills.
- Students should also understand what a narrative is and how it can be structured into chapters.

Orientation to the Text

- Ivy is a fan of Ms Hatty, an internet sensation who demonstrates how to make a different hat each week. When Ivy finds out Ms Hatty is visiting her town, she sets out to make the best 'meeting Ms Hatty' hat that she can.

Building the Balanced Reader

Vocabulary

Key Vocabulary

both, even, favourite, heard, Many, nearly, often, should, stood, think, through, while, wondered

Content Words

beautiful, bows, crowd, internet, Lovely, swap, upset, video, voice

Decoding

- Encourage students to read right to the end of a word to build accuracy when they are relying on initial letter cues.
- Support students to use their letter-sound knowledge when approaching a difficult word.
- Look at the word *swap* together on page 14. Ask, *What sound does the 'a' make in this word? What other words can you think of where 'a' makes the same sound?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What do you think this story will be about? What words do you think will be in it?* Make a list of students' word predictions.
- Explain that a noun is the name of a person, place or thing. Discuss what a proper noun is. Together, find all the common and proper nouns on pages 2–3 as you read.

- Read to page 5 together. Ask, *What do you think is going to happen next? What have you read so far that makes you think that?*
- Continue to page 7. Discuss students' predictions about what they thought would happen and whether or not they were correct.
- Look at page 9. Ask, *Which words are nouns? How can you tell? Which words are proper nouns?*
- Continue to page 11. Ask, *What do you think is going to happen when Ivy meets Ms Hatty? What makes you say that?*
- Read to page 14. Review what has happened in light of students' predictions. Ask, *How do you think the story is going to end?*
- Read to page 16 and talk about how students made their predictions and whether they were accurate.
- Return to the list of words that students predicted would be in the text. Talk about which words were there and which were not, and discuss how making predictions helps students to think about the text.

Comprehension

- What happened after Ivy made the beach hat? (*Literal*)
- Why do you think Ivy liked watching Ms Hatty? (*Inferential*)
- What skills do you think Ivy needed to make her great big, beautiful hat? (*Applied Knowledge*)

Follow-up Activities

- Demonstrate how to make a simple hat for students, as if you were presenting in an internet video. Have students follow along to make their own version of your hat. Discuss the steps that you went through and what makes a good procedure.
- In small groups, ask students to make their own video, showing viewers how to complete a task, such as changing their reader or packing their bag. Hold a screening of the videos for other students and/or parents.
- Talk about the concept of a hobby with students. Invite each student to think about a hobby of their own to share with the group. Support them to make a presentation about their hobbies, encouraging the other students to ask questions.

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Learning Intentions

- We are learning to think as we are reading.
- We are learning to identify nouns.

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Success Criteria

- I can make predictions about what will happen next.
- I can check if my predictions were correct and make changes based on what I have read.
- I can find common and proper nouns in the text.

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Guided Reading Notes

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