

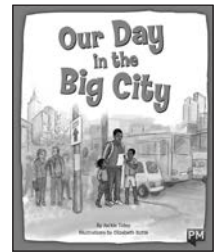
Our Day in the Big City

PM Level 17

Turquoise

Text Type Recount (Imaginative)

Running Words 427



Preparing for Guided Reading

Prior knowledge

- Talk about some of the tourist attractions students have visited in their hometown or nearest big city.

Orientation to the text

- In this story, a boy spends a day in the city with his dad and younger sister. After researching activities online, they take a tram into the city and visit an aquarium and a riverside, before walking through the city and admiring a street musician and a street artist.

Building the Balanced Reader

Vocabulary

Key vocabulary

holidays, city, show, morning, streets, buildings, funny, hungry, shops

Content words

website, penguin, aquarium, tram, rattled, river, boats, windows, drums, footpath

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of prefixes and suffixes to assist with decoding of unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; attending to print details.

Focusing on the book – guided reading

- Read the title together and discuss the cover illustration. Have students suggest activities that the family could enjoy in the city.
- Ensure that the students use the illustrations to predict and enhance meaning.

- Talk to students about why particular websites can help people find activities to enjoy on the holidays. Ask them why they think it was a good idea to print out the map that shows where the aquarium is.
- Ask students if they have ever caught a tram. Discuss the differences between trams and trains.
- Ask students how they think the children felt when they got off the tram in the middle of the bustling city.
- Discuss with students what might happen in a penguin show. Ask them what sort of enclosure they think the penguins live in.
- Ask students what type of boat they see in the picture on p. 10. Where do they think the people are going?
- Ask, *Why does Dad put money in the box in front of the man's drums?*
- Discuss with students why the girl drawing on the footpath also has a money box.
- Revise *qu* digraph, e.g. *aquarium, quickly*.
- Discuss the way different letter combinations can make the same sound, e.g. *ou* in *would*, *oo* in *good*, *u* in *put*.

Comprehension

- How did the boy find out about the penguin show? (*Literal*)
- Why did the penguins slide off the ice? (*Inferential*)
- Why were the children and their dad very tired? (*Inferential*)

Follow-up activities

- Have students write their own account of a day they spent in a big city or town. What activities did they enjoy during the day? Did they see anything unexpected?
- Ask students to select their favourite activity enjoyed by the family in the book. Have them draw a picture of themselves enjoying this activity with a friend or family member.
- Have students draw a design for a webpage for their favourite city activity. Ensure they include a heading, a photograph and some text to explain the photo.

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Learning Intentions

- We are learning to explicitly refer to the illustrations to gain a deeper level of understanding of the text.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.
- _____

Success Criteria

- I can use the illustrations to provide additional information to help me understand the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, rereading and reading on to gain a deeper understanding of the text.
- _____

Guided Reading Notes

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