

Walking to the Park

PM Level 1

Magenta

Text Type Recount



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with how to safely cross a road.

Orientation to the Text

- In this text without words, two girls are walking to the park with their dad. They stop at a pedestrian crossing and look for cars before they arrive at their destination.

Key Language Structures

- The story will require simple nouns and past-tense verbs to describe the action.
- The title is linked with the illustrations.

Building the Balanced Reader

Vocabulary

Key High-frequency Words
to, the

Content Words
Park, Walking

Decoding

- Locate the high-frequency words in the title.
- Say the word *park*. Ask, *What sound can you hear at the beginning of 'park'? What other words do you know that start with the same sound?*

Fluency and Phrasing

- Encourage students to speak clearly and at an appropriate pace as they describe the text.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustration. Ask students to predict where the girls and their father might be going. Read the title to students and discuss how this gives extra information about the text.
- Look at pp. 2–3 together. Ask, *What is happening in the picture? What do you think the girl in yellow is saying?*

- Look at the illustrations on pp. 6–7. Ask, *When have you seen a crossing? What do you have to remember when you are crossing the road?*
- Continue to p. 11. Ask, *What are Dad and the girls doing?*
- Look at pp. 12–13. Ask, *What do you think will happen next? Why?*
- Continue to p. 15. Ask, *What are the girls and their dad doing to make sure they are safe crossing the road?*
- Continue to the end of the book. Ask students to suggest what the girls might do at the park.

Comprehension

- Where were the girls and their father going? (*Literal*)
- Why do you think the girls were wearing hats? (*Inferential*)
- Why did Dad hold both girls' hands as they crossed the road? (*Inferential*)

Follow-up Activities

- Make a pretend crossing in the playground or classroom and practise road-safety skills together. Write and illustrate a simple list of rules together.
- Discuss with students who this story is about. In pairs, ask students to talk about one of the characters and describe what they look like and what they did in the story. Have students draw their character and orally share their descriptions.
- Ask students to recount a time they have been to the park. Encourage them to include who went and what they did in their descriptions.

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Learning Intentions

- We are learning that stories have main characters.
- We are learning words about road safety.

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Success Criteria

- I can identify who the main characters in the story are.
- I can orally describe what I need to do when crossing the road.

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Guided Reading Notes

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