

At the fun park

PM Levels 1/2

Magenta

Text Type Recount

Running Words 40



Preparing for Guided Reading

Orientation to the Text

- A boy and a girl recall all the things that they did during a visit to the fun park.

Prior Knowledge

- Students should be familiar with what a fun park is and the kinds of rides and attractions they might expect to see at one.

Key Language Structures

- Each sentence in the book begins with the pronoun *We*.
- The prepositions *in*, *on* and *at* are featured throughout the book.

Building the Balanced Reader

Concepts About Print

- Ask students to point to where they should start reading on each page, and to show the direction in which to read.

Vocabulary

Key High-frequency Words

are, at, in, on, the, We

Content Words

boat, car, cart, castle, horses, park, swings, train

Decoding

- Point out the word *the* in the book title. Discuss the letters that make the two sounds in the word and encourage students to look for it on each page.
- Look at the word *horses*. Ask, *What smaller word can you find inside this word?*

Fluency and Phrasing

- Allow students to re-read each page once they are familiar with the book, to practise reading at an appropriate rate.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustration. Read the title of the book to students and discuss their own experiences at fun parks. Talk about words that students might expect to find in the book.

- Read pages 2–3 together. Ask, *Who is the 'We' in the sentence? Who else can you see?*
- Continue to page 4. Ask, *What letter does the word the start with?* Invite students to find and point to *the* on the page.
- Look at pages 8–9. Read the sentence together. Ask students to use the initial letters and the picture to confirm that they have read the word *train* correctly.
- Look at pages 12–13. Discuss what students can see in the illustration on page 13 and ask them to predict what the sentence will be. Read the sentence and ask which of their predictions was correct and how they know.
- Continue to page 14. Point out the word *cart*. Ask, *What smaller word can you see at the start of this word? Where else have you read the smaller word?*
- Continue to the end of the book. Instruct students to go back to the beginning and find each time the word *the* appears. Ask, *How many did you find?*

Comprehension

- What did the children do first at the fun park? (*Literal*)
- Why do you think the dad did not go on all the rides? (*Inferential*)
- Do you think the children enjoyed their visit to the fun park? Why or why not? (*Inferential*)

Follow-up Activities

- Ask students to choose a page from the book to act out in pairs. Ask the other students to guess which page each group chose and to explain their thinking.
- Give students some playdough and ask them to create their favourite fun park ride. Allow students to describe what they made and why they like that particular ride to a partner or the rest of the group.
- Ask students to think of things that they can ride or go on at school and make a list of their responses. Model a sentence using the same format as the book, such as 'We are on the monkey bars.' Invite students to write a sentence of their own using the same structure or to copy yours. Students can illustrate their sentences for display or collation into a class book.

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Learning Intentions

- We are learning to recognise high-frequency words.
- We are learning to check what we read makes sense.

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Success Criteria

- I can find the word *the* throughout the book.
- I can crosscheck what I have read with the letters in the word and what is happening in the pictures.

• _____

Guided Reading Notes

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