

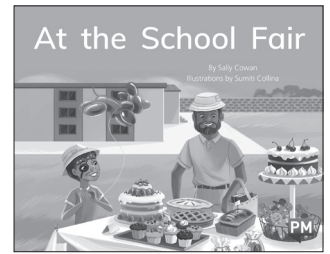
At the School Fair

PM Level 8

Yellow

Text Type Recount

Running Words 157



Preparing for Guided Reading

Prior Knowledge

- Students should know what a school fair is and what stalls they might expect to find at one.
- Students should be familiar with the amusements at a fair, such as a giant slide and face painting.

Orientation to the Text

- A boy and his grandad have a wonderful time exploring the stalls at the school fair.

Key Language Structures

- The text features sentences of increasing length, including some complex sentences.
- A range of adjectives is used throughout the text – *big, little, good, brown, yellow*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

all, down, got, of, Today, very, with

Content Words

balloon, castle, dinosaurs, fair, Grandad, photo, painted, pirate, stalls

Decoding

- Talk with students about the different ways to make the 'k' sound in words from the text, such as *cook, cake* and *school*.
- Look at the word *stalls* on page 2. Ask students what smaller words they can find within this word that could help them read it.

Fluency and Phrasing

- Talk about the layout of the text on page 8 and how this affects the way it is read.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Use sticky notes to label all the things that students can see in the cover illustration that might then be discussed in the text.
- Look at pages 2–3. Introduce the text as a recount and invite students to explain, in their own words, what the first pages tell them the recount might be about.

- Continue to page 4. Look at the word *balloon*. Ask, *What smaller word can you see at the start of this word? What sound does the 'a' make in each of the words?*
- Continue to page 9. Talk about the adjectives *yellow* and *good* that are used on page 8. Ask, *What other words could you use to describe the slide and the photo?*
- Read page 10. Look at the word *castle* together. Ask, *Which part of this word is tricky?*
- Continue to page 12. Look at the different types of punctuation on the page and discuss what each is used for.
- Read to the end of the story. Return to the sticky notes at the start of the text and check which of the words were used in the story.

Comprehension

- Who was doing the face painting? (*Literal*)
- How do you think Grandad felt about being at the fair? (*Inferential*)
- Why do you think Grandad bought a cook book? (*Inferential*)

Follow-up Activities

- Allocate small groups of students to each act out one of the scenes from the text. Discuss with students what the characters might be saying in each of the scenes and how they might be behaving. Make a video of the plays and watch them in between reading about each scene.
- Complete a Y-chart together to record what a fair looks like, smells like and feels like. Ask students to close their eyes as they consider each sense and to imagine themselves at the fair.
- Talk with students about how a recount can be about events that really happened. Ask students to think of a special event they have been to and to talk to a partner about their experience using the three senses that are recorded on the Y-chart. Invite students to suggest any other words that they could add to the chart based on their experiences.
- Get some long balloons and practise making simple balloon animals together. When finished, write a shared procedural text to describe how to make one of the animals.

Learning Intentions

- We are learning to read unfamiliar words.
- We are learning to predict as we read.
- _____

Success Criteria

- I can use words I know to help me read new words.
- I can use the text, pictures and my own experiences to predict what will be in the text.
- _____

Guided Reading Notes

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