

Ice creams

PM Level 2/3

Magenta

Text Type Repetitive

Running Words 75



Preparing for Guided Reading

Orientation to the Text

- Discuss students' favourite ice cream flavours.
- Invite students to talk about the occasions when they eat ice creams. Write their responses on a chart. Add illustrations.

Prior Knowledge

- This book is about Dad handing out ice creams to each family member. Students should know the difference between 'big' and 'little'.

Key Language Structures

- Two sentences set as dialogue with speech tags.

Building the Balanced Reader

Concepts About Print

- Ensure that the procedures of directionality and return sweep are secure.
- Confirmation of word attempts using the initial letter.

Vocabulary

Key High-frequency Words

are, Baby, big, comes, Dad, for, Here, is, little, me, Mum, said, thank, you

Content Words

Ice creams, with, four, This, Look, Five

Decoding

- Locate the high-frequency words that are repetitively used in the text.
- Recognise words with the support of meaning and language and structure.

Fluency and Phrasing

- Point and read at a consistent steady rate.
- Slow down to problem solve words and resume reading at a consistent steady rate.

Focusing on the Book – Guided Reading

- Read the title. Discuss the cover and title page illustrations. Ask, *Which ice cream would you like to have?*
- pp. 2–3 – Discuss the illustration. Invite students to count how many people are in the family. Ask, *Will there be enough ice creams?* Point out the happy faces.

- pp. 4–9 – Discuss the illustrations. Compare the ways in which both quotation marks and speech bubbles have been used. Encourage students to read with fluency and phrasing.
- pp. 10–11 – Invite students to demonstrate how Dad said, *This **big** ice cream is for me.* Discuss why the facial expressions on the children in the book have changed.
- pp. 12–16 – Read to the end of the story. Discuss the phrasing of the words *little* and *five* and why they have been written in bold print.

Comprehension

- How many ice creams did Dad buy? (*Literal*)
- Why do you think Dad only bought four ice creams? (*Inferential*)

Follow-up Activities

- Invite a group of students to role-play the story.
- Discuss occasions when babies are given smaller portions and sizes. Have students write about these comparisons.
- Invite students to use modelling dough to make ice creams for their families. Have them share with the class who each ice cream is for.

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Learning Intentions

- We are learning that punctuation is used in sentences and we need to reflect it in our voice.
- We are learning that 'good' readers remember what they have read.
- _____

Success Criteria

- I stop and take a breath when I notice a full stop at the end of a sentence.
- I can retell the events of a story after I have read it.
- _____

Guided Reading Notes

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