

# The red hat

PM Level 2/3

Magenta

**Text Type** Narrative

**Running Words** 53



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with the concept of trying on clothes to find the ones that fit.

### Orientation to the Text

- Pip is looking for a new hat, but it takes a few tries to find the one that is just right.

### Key Language Structures

- Direct speech is used throughout the text.
- Adjectives are introduced: *big, little, red*.

## Building the Balanced Reader

### Concepts About Print

- Ensure that students are familiar with the skills involved in handling and reading a book – awareness of the front and back of the book, the starting point for reading, page turning and directionality, word-by-word matching.

### Vocabulary

#### Key High-frequency Words

*A/a, at, big, for, Here, is, It, little, me, Mum, said, the*

#### Content Words

*hat, hats, red, too*

### Decoding

- Help students to break words into onset and rime: *l-ook, r-ed*
- Prompt students to think about whether what they have read looks right, sounds right and makes sense if they misread a word.

### Fluency and Phrasing

- Model reading the text at different paces for students. Talk about the pace that is good for listeners and why.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Ask, *Where do you think the story takes place? Who is on the cover?*
- Look at pp. 2–3 together. Ask students to point to the speech marks and discuss how they affect the way you read a text. Talk about the function of the other punctuation on the page, including the comma.

- Ask students to read to p. 5. Ask, *What has happened in the text so far? What is the girl doing?*
- Continue to p. 7. Point to the word *too*. Talk about how it is different from *to*, both visually and in meaning.
- Look at p. 12. Talk about how Pip is feeling. Ask students to practise reading what Pip says in a way that sounds like they would say it.
- Read p. 15. Look at the punctuation together and ask students how they would read the words with expression.
- Reread the text together, talking about the main events that happened.

### Comprehension

- Which hat did Pip like best? (*Literal*)
- What might Pip have needed a hat for? (*Inferential*)
- How did Pip feel when she tried on the red hat? (*Inferential*)

### Follow-up Activities

- In pairs, ask students to retell the story in their own words. Come back together and work with students to list the main events in the text. Use temporal connectives such as *first, then* and *next* to help students order the events.
- Read another simple story with students. Talk about the main events that happened in the text and make a list of the important content words that were used. Give students an empty four-box comic strip and ask them to draw and write a simple sentence in each box to show the main events in the right order.
- Invite students to share their own experiences of shopping for clothes and discuss the language that they used. Provide a range of dress-ups for students to use to practise trying on, choosing and describing clothes.

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## Learning Intentions

- We are learning to recognise and use punctuation.
- We are learning to sequence the main events in a text.

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## Success Criteria

- I can recognise speech marks and change the way I read talking in a text.
- I can retell the ideas from the text in order.

• \_\_\_\_\_

## Guided Reading Notes

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