

# Clifton Market

PM Levels 14/15

Green

**Text Type** Recount

**Running Words** 210



## Preparing for Guided Reading

### Orientation to the Text

- Tell students that the book is a recount. Recall that a recount tells a series of events in the sequence in which they happened.
- Read the title. Recall that the title provides the reader with an indication of what the events are about. Discuss the cover photograph. Invite students to share information about markets they have visited, including when they went there, who they went with, where the markets were, what the markets looked like and what happened.

### Prior Knowledge

- This recount is about a family's shopping experience at Clifton Market. It is designed as a journal and retold by one of the family members who went to the market with Mum.

### Key Language Structures

- Some sentences contain a dependent and an independent clause, e.g. *Mum wanted to go to Clifton Market to buy fresh fruit and vegetables for our family.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*careful, could, o'clock, people, smell*

#### Content Words

*clothes, drawing, fresh, fruit, music, people, picture, rest, stall, vegetables*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.

### Fluency and Phrasing

- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; re-reading; reading on.
- Emphasise reading with fluency. Teach students to use commas to separate information in a sentence into readable units.

## Focusing on the Book – Guided Reading

- Turn to the title page. Read and discuss the chapter headings. Recall that each chapter is an event.
- Study the photographs on each page. Discuss the presentation of the book as a child's journal. Ask questions that require students to search for information in the book, e.g. *Why does Mum look for the best fruit?*
- Reinforce the purpose of a glossary in non-fiction texts. Locate the glossary words within the book.
- Discuss reasons why some markets are only open at the weekend.
- Talk about the *ould* letter-sound pattern in *could*.
- Locate personal pronouns used in the book, e.g. *we, us, I, he, his, she*. Identify the nouns that they replace.
- Locate these negative verbs: *didn't come; didn't get*. Ask students to recall other contractions that create negative verbs, e.g. *can't climb*.
- Use this book to explicitly teach students to use the comprehension strategy of making connections. Teach students to articulate what they are doing as they make connections between information in the book and their own experiences.
- Emphasise the use of time and sequence words in the book: *On Saturday morning; by the time we got there; First; Then; Next*.

## Comprehension

- Why did Mum want to go to Clifton Market? (*Literal*)
- Why did they buy two bread rolls for Dad? (*Literal*)
- Why did they sit down on a seat to have a rest? (*Literal*)
- How did they know there was a bread stall at the market? (*Inferential*)
- Why were their shopping bags heavy? (*Inferential*)
- Why do people going to Clifton Market want to get there early? (*Inferential*)

## Follow-up Activities

- Make a list of the different stalls at the market. Discuss information that could be placed on a poster or brochure persuading people to do their weekend shopping at the market.

## Learning Intentions

- We are learning to actively decode words while reading at a consistent pace.
- We are learning to think beyond the text.

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## Success Criteria

- I can use word parts to help me decode fluently e.g. onset and rimes, compound words, spelling clusters.
- I can differentiate between known and new information about a topic as I read.

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## Guided Reading Notes

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