

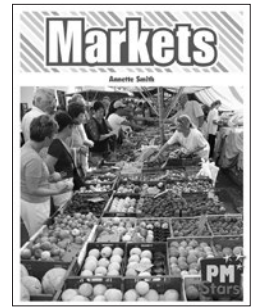
Markets

PM Levels 14/15

Green

Text Type Information Report

Running Words 201



Preparing for Guided Reading

Orientation to the Text

- Tell students that the book is an information report about markets. Explain the purpose of an information report.
- Ask questions to determine students' prior knowledge about markets.
- Read the title and discuss the cover photograph. Introduce key interest words.

Prior Knowledge

- This information report defines markets as places where people take things to sell.

Key Language Structures

- Some sentences contain a dependent and an independent clause, e.g. *People could get sick if they eat fish and meat that have been in the sun.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

could, held, kept, need, sell

Content Words

buildings, grounds, lunch, markets, stall, stalls, world

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. Reinforce the key features of non-fiction texts. Read the chapter headings and invite students to predict information they might find in the book.

- Study the photographs on each page. Talk about why some people go to markets to have fun. Discuss the temporary nature of a stall. Reinforce hygienic food-handling procedures.
- Discuss the key interest words in the glossary on page 16. Recall that the words in the glossary are presented in bold font in the book.
- Support students when they attempt to decode words into sound segments, e.g. *m-ar-kets*, *n-ee-d*, *k-e-p-t*.
- Model how to use analogy. Encourage students to identify known words within words, e.g. *build*, *buildings*; *slow*, *slowly*.
- Discuss the sounds: *-all*, *-ell*, *-ould*. Find words in the book that end with these sounds.
- Notice commas used to separate information, e.g. *Some are held in parks, or in school grounds*. Revisit using commas as an aid to fluency.
- Provide appropriate intervention when students attempt to self-monitor. Say, *Read that sentence again. Check that the words make sense, sound right and look right*.
- Emphasise the language features of an information report. Locate prepositional phrases that add information about *where*, e.g. *in lots of places*; *from stall to stall*. Identify sentences that add elaboration, e.g. *Some people sell fish and meat at markets. Fish and meat have to be ...*

Comprehension

- Why do lots of people go to markets? (*Literal*)
- Where are markets held? (*Literal*)
- Why must fish and meat be kept very cold all the time? (*Literal*)
- Why do people walk slowly from stall to stall? (*Inferential*)
- What happens to flowers if they are not put in water? (*Inferential*)
- What would you buy at a market? Why? (*Inferential*)

Follow-up Activities

- Encourage students to make a list of items they would like to purchase at the markets. Compare with the lists made by other students and note the similar and different items on the lists.
- Compare stalls presented at school fetes or fairs with those at local markets. Which products offered are the same and different?

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