

# The School Fair

PM Level 18

Turquoise

**Text Type** Narrative

**Running Words** 376



## Preparing for Guided Reading

### Orientation to the text

- Discuss what happens at a school fair. Talk about the people, stalls and events that all add to the excitement. Write students' responses on a chart.

### Prior knowledge

- Luke and Andrew are familiar characters in the **PM Library**. They are met for the first time in **PM Plus** in this story. Luke encounters a problem when he goes to the school fair with Andrew.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*fair, lend, might, shook, stall, wild*

#### Content Words

*bought, lend, might, rushed, suddenly, sorts*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.

### Focusing on the story – guided reading

- Read the title. Study the cover and title page illustrations.
- Talk about waiting for a special day. Read the notice announcing the fair. Discuss the term *pocket money*. Read the message on the balloon.
- Observe Luke's body language – first when someone picks up the car that he wants, and then the expression of disbelief on his face when he can't find his money! Ask, *What should Luke do next?*
- Read pp. 10–15 with appropriate intonation. Search the text for phrases that confirm Luke's disappointment. Notice his downcast look on p. 14. Predict what Mum is referring to.
- Discuss Luke's feelings. Talk about possible reasons why he forgot the whereabouts of his wallet.

- Discuss the feeling of disappointment when we don't get what we want, using Luke's experience at the fair as an example.
- Revise and expand the contractions *couldn't*, *didn't* and *don't*.
- Talk about past tense verbs: *buy, bought; shake, shook; hold, held; feel, felt*.
- Discuss the adverbs *slowly* and *suddenly*. Explain that words ending in *-ly* are adverbs and tell *how, when, where* or *why*.
- Discuss the beginning of the words *ahead* and *about*.

### Comprehension

- What did Luke hope he might find at the fair? (*Literal*)
- Why couldn't Luke buy the car at first and then the second time? (*Inferential*)
- Why did Luke rush to the table? (*Inferential*)

### Follow-up activities

- Discuss examples of advertising layout, e.g. bold print, clear messages, presentation, etc. Show students how to highlight key words by using a different font style, colour or size. Provide large pieces of white paper or card for students to make posters advertising a school event.
- Have students write about what they would buy if they had some pocket money. Graph the information and analyse the results.
- Ask students to identify interesting words from the story. Add these to a class book entitled *Interesting Words*. Have students write a definition for each word. Encourage them to refer to this book when writing stories, book reviews, reports, etc.
- In pairs, have students plan and draw a large picture of a school fair. Ask them to add captions, e.g. *The cakes are on the table next to the plants*.

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## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics and affixes to decode the text.
- We are learning to integrate our knowledge of reading skills and strategies to derive meaning from the text.
- \_\_\_\_\_

## Success Criteria

- I can use my knowledge of high-frequency words, phonics, and affixes to assist me in decoding the text.
- I can use my knowledge of various reading skills and strategies to improve my understanding of the text.
- \_\_\_\_\_

## Guided Reading Notes

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