

Lost at the Fun Park

PM Level 9

Blue

Text Type Narrative

Running Words 191



Preparing for Guided Reading

Orientation to the Text

- Ask students to talk about different situations where they have experienced crowds of people. Encourage them to share their feelings. List students' ideas on a wall chart and have them illustrate it.

Prior Knowledge

- This is the first story with Jonathan and his parents. Many students will relate to Jonathan's fear when he becomes lost in a crowd.
- In this story, the skills of reading beyond and between the lines can be encouraged.

Key Language Structures

- Longer, two-clause sentences encourage the development of students' thought and language skills.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

lost, saw, stayed, Who

Content Words

boats, tickets

Decoding

- Recall most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self correct by re-reading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.
- Use voice intonation to convey meaning when reading words in bold print.

Focusing on the Book – Guided Reading

- Introduce the main character, Jonathan, by isolating his picture on the book cover and obscuring the remainder of the cover illustration and title. Study his body language. Talk about where he might be, how he is feeling and what he is doing.

- Study the whole illustration on the cover.
- Study the illustration and read the signs. Read the text to students.
- Encourage students to predict what has happened.
- Talk about the anxiety on the faces of Jonathan and the people around him. Draw students' attention to the way the adults are holding on to their children.
- Ask students to suggest what the clowns might do to help Jonathan find his parents.
- Discuss the importance of children knowing their full name and address.
- Observe the relief and enjoyment of Jonathan, his parents and the crowd near the clowns.
- Ask students why the clowns gave Jonathan the balloon with his name on it. Notice the tickets in Dad's hands. Where are they going now?
- Use the books *pl, cl, cr* and *st* (**PM Alphabet Blends**) to reinforce the sounds in *please, clown, cried* and *stayed*.
- Revise the name and meaning of the question mark and exclamation mark.
- Ask students to suggest other words with the same letter cluster *own*, as in *down, clown*.
- Discuss the *-er* ending of *helper*.

Comprehension

- What did the clown write on the balloon? (*Literal*)
- Why did Dad tell Jonathan to stay with Mum? (*Inferential*)
- How did Mum and dad know where Jonathan was? (*Inferential*)

Follow-up Activities

- Have students sit with a partner. Ask them to think of a time when they were lost in a crowd. Use this scenario to plan a story.
- Make clown masks using a basic design. Use paper plates as clown faces. Decorate the faces using crepe paper, wool, glitter and paints.
- Fill a small box with cards that have pictures and words of things found at a fun park or fair. Students can mime the objects or actions drawn or written on the card they choose. This activity can be used with a large group or for students to do in pairs.

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Learning Intentions

- We are learning to identify the problem in the narrative and suggest possible solutions.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can identify the problem in the narrative and suggest a possible solution.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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Guided Reading Notes

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