

# In the trolley

PM Level 2

Magenta

**Text Type Repetitive**

**Running Words** 48



## Preparing for Guided Reading

### Orientation to the Text

- Place a basket in the middle of a table. Put a variety of food pictures cut from magazines and mounted on cards around the basket. Invite students to name the different foods and place them in the basket.
- Have students name the fruit and vegetables that they have for playlunch.

### Prior Knowledge

- This book is about placing different items in the trolley.

### Key Language Structures

- One sentence, return sweep. Six words.
- Article + noun + verb + adverbial phrase  
*The + bananas + are + in the trolley*

## Building the Balanced Reader

### Concepts About Print

- Reinforce: first word, last word, capital letter, full stop.

### Vocabulary

#### Key High-frequency Words

*are, in, the/The*

#### Content Words

*trolley, apples, bananas, oranges, tomatoes, carrots, potatoes, eggs, food*

### Decoding

- Locate some high-frequency words in the text.
- Recognise words with the support of meaning, language and structure.

### Fluency and Phrasing

- Point and read at a consistent steady rate.
- Observe the purpose of commas and full stops by stopping for periods.

### Focusing on the Book – Guided Reading

- Discuss the cover photograph. Talk about shopping at a supermarket. Ask students to name the foods that they can see in the photograph.
- Read the title and look at the photograph on the title page. Ask, *What would you like to put in the trolley?*

- Discuss the photographs before reading the text. Help students to cross-check information from the pictures with the visual cues from the text.

### Comprehension

- What were two things they put in the trolley? (*Literal*)
- Why do you think the boy was pointing to the eggs in the carton? (*Inferential*)

### Follow-up Activities

- Draw apple, banana, orange, tomato, carrot, potato and egg outlines onto card. Draw firm lines across each shape so that it has three parts. In one part, glue a picture of the product, in another its name, and in the last part the letter that the word begins with. Cut across the lines and mix up the shapes. Ask students to match the pieces together.
- Provide pictures of apples, ice-cream, bread, etc. Have students use the pictures to make a shopping list of the things that they would like to put in their trolley.
- Draw an apple tree on heavy card. Write high-frequency words that most of students recognise on apple shapes. Those words that are read correctly can go on the tree. Each day, re-read the words and gradually increase the number of apples on the tree.

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## Learning Intentions

- We are learning that when we read our voice needs to match the print.
- We are learning to use different strategies to help us to read unknown words.

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## Success Criteria

- I can make return sweeps to read two or more lines.
- I can use the first letter of a word, as well as meaning, to help me to read some unknown words.

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## Guided Reading Notes

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