

Party hats

PM Level 2

Magenta

Text Type Repetitive

Running Words 72



Preparing for Guided Reading

Orientation to the Text

- Re-read the book, *Balloons* (PM level 1). Talk about the clown, children at the party and the colours of the balloons.

Prior Knowledge

- In this book, the names of the most common colours are reinforced.

Key Language Structures

- In this book, the language structure of speech followed by the word *said* is revised.

Building the Balanced Reader

Concepts About Print

- Introduce the words *This* and *you*. (*This* is not classified as a high-frequency word in the **PM Plus** books at levels 1 and 2, but students can observe its visual pattern and sound.)
- Speech marks and commas – discuss the punctuation symbols, purposes and positions.
- Make text and picture links.

Vocabulary

Key High-frequency Words

This, is, for, you, said, the, clown

Content Words

red, orange, green, blue, purple, pink, me

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

- **Cover** Compare the cover of this book with page 16 of *Balloons* (PM level 1), noting the similarities and differences. Encourage students to use the picture clues and the sound of the initial letter in both words to decode the title. Ask students to read the title page and name the colour of each hat.

- **Pages 2–3** Read the text with students. Direct their attention to the detail in the photograph, specifically where the clown is handing the red hat to the student while speaking directly to her. Comment on the position and purpose of the speech marks.
- **Pages 4–15** Encourage students to read the text independently, utilising the decoding skills and strategies they are acquiring. Ensure that one-to-one word matching is being maintained.
- **Page 16** Monitor the reading of the text. Note students who focus on the changed word in the sentence. Note also those who are using semantics and picture clues to change the word *you* to *me*. Read the text with students, modelling the correct intonation.

Comprehension

- Who was the purple hat for? (*Literal*)
- Who gave the hats to the children? (*Inferential*)
- Did the children like the hats? (*Inferential*)

Follow-up Activities

- Have students make party hats for themselves, similar to those shown in the book. Encourage them to decorate their hats. Use the hats for a special classroom occasion.
- Using the hats as props, change the text into a play. Invite one student to play the part of the clown and present hats to others. Students receiving the hats can improvise a reply dialogue.
- Ask students to draw and colour the seven hats from the book. Have them write the matching colour beneath each hat.

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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