

# The toy box

PM Level 2

Magenta

**Text Type** Repetitive

**Running Words** 49



## Preparing for Guided Reading

### Orientation to the Text

- Encourage students to bring a small toy to school. Provide a large box and label it *The toy box*. Sort the toys into groups. Choose a student to place one set of toys in the box and then say, for example, *The dolls are in the box*. (This procedure will help students to become familiar with the sentence structure in the book).

### Prior Knowledge

- This book features a five-year-old student who is putting groups of toys into a toy box. The sequential order of this process is seen in each preceding photograph.

### Key Language Structures

- This book introduces the high-frequency word *are*.

## Building the Balanced Reader

### Concepts About Print

- Focus on the visual pattern and sound of the word *are*.
- Reinforce one-to-one word matching and directionality.
- Enunciate the letter *s* at the end of a word.
- Encourage the skill of prediction.

### Vocabulary

#### Key High-frequency Words

*The/the, are, in, box*

#### Content Words

*blocks, trucks, balls, rabbits, dolls, cars, teddy bears, toys*

### 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** Talk about the toy box. Compare this box and its contents with 'The toy box' in the classroom. Use the initial letter to assist with decoding the words *toy* and *box* when reading the title. Ask students to read the title page. Talk about the toy box and the concepts of 'open' and 'close'.
- **Pages 2–3** Read the text with students, using the photograph of the blocks in the box to give meaning to the text. Talk about the toys (on page 3) that are not yet in the box. Record their names on the whiteboard. Focus on the shape and sound of each word's initial letter.
- **Pages 4–15** Ask students to observe the photographs carefully and to read the text. Encourage them to predict which toys will be put into the box next – some students may see the sequential procedure emerging.
- **Page 16** Monitor the reading of the text. Note students who focus on the introduction of the new words at the beginning of the sentence.

## Comprehension

- What was the child doing? (*Inferential*)
- Did the toys belong to the child? (*Literal*)
- Was the child messy? (*Inferential*)

## Follow-up Activities

- Revisit 'The toy box'. On card, make captions relating to the toys it contains, e.g. *The teddy bears are in the box*. Draw small vignettes beside the interest words. Place these captions near the box. Invite students to take it in turns to put a group of toys into the box. Have them then find the correct caption (which they attach to the outside of the box) for the class to read.

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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