

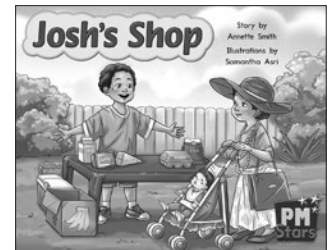
Josh's Shop

PM Level 6

Yellow

Text Type Narrative

Running Words 122



Preparing for Guided Reading

Orientation to the Text

- Re-read *Lily's Apple* (PM level 4).
- Discuss the cover and title page illustrations. Notice that both Josh and Lily join in the game by dressing up 'appropriately' for their roles.

Prior Knowledge

- This is a story in the Josh and Lily series. Josh has set up a grocery shop at home and the children engage in make-believe play. Although Lily joins in the game, she pretends to be unimpressed with what Josh has for sale in his shop, until Josh produces some ice creams.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

I'm, it, likes, some, this, will, your

Content Words

baby, bananas, bread, eggs, ice cream, Josh, Lily, shop

Decoding

- Encourage quick recognition of high-frequency words in the book.
- Encourage students to apply their phonemic knowledge to predict and decode, e.g. *sh-o-p*, *e-gg-s*, *w-i-ll*.

Fluency and Phrasing

- Explicitly model how to support partial decoding attempts by cross-checking with sentence structure and meaning. Ask, *Can you think of a word starting with that sound that would make sense here?*

Focusing on the Book – Guided Reading

- Study the illustrations. Draw students' attention to the list that Lily has in her hand and use the illustrations to identify what is on her list. Write key content words on a whiteboard.
- Notice Lily's response on page 10. Explain that she is not happy because Josh does not have the things that she wants to buy. Encourage students to share reasons why this creates a problem for both Lily and Josh. Invite students to offer solutions.

- Discuss Josh's favourable solution that solves both characters' problems.
- Ask students to name the things that Lily wanted to buy from Josh's shop, i.e. *bread, eggs, bananas*. Make a list of other items that Josh had in his shop.
- On a whiteboard write, *This is a good shop*. Explain that by using the word *not* Lily was able to change the meaning, i.e. *This is not a good shop*. Invite students to use the word *not* in oral sentences, e.g. *We are not going to the library today*.
- Write sentences from the book that use the words *is* and *are*, e.g. *My baby is hungry*; *Here are some ice creams*. Explain that *is* relates to a singular subject and *are* to a plural.
- Write the words *shop* and *bread* on a whiteboard. Use the books *sh* and *br* in the **PM Alphabet Blends** series to identify other words that begin with the same letter sounds.
- Clap the words *Li/ly*, *ba/by*, *hun/gry*. Note that each word has two claps (syllables). Explain that the *-y* at the end of a word with two or more claps makes the sound *ee*.
- Say these words slowly: *shop, Josh*. Talk about the *sh* sound in the initial and final positions.
- Explain that *an* comes before a noun beginning with a vowel, e.g. *Here is an ice cream*.
- Locate dialogue between the main characters. Read these sections with appropriate intonation and expression.
- Note the use of ellipses on page 10. Model how to read these with phrasing and intonation.

Comprehension

- Who was the shop owner? (*Literal*)
- What did Lily want to buy from Josh's shop? (*Literal*)
- Why was Josh wearing a big shirt? (*Inferential*)
- Who was Lily pretending to be? (*Inferential*)
- Why did Lily say "*This is not a good shop*"? (*Inferential*)

Follow-up Activities

- Involve students in planning a classroom shop. Have students help to write a set of rules they will need to abide by if the classroom shop is to function successfully.
- Invite students to role-play the story.

Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to remember information to help us understand what we are reading.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can sequence the beginning, middle and end events to retell the story.

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Guided Reading Notes

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