

The Party Clown

PM Level 11

Blue

Text Type Narrative

Running Words 182



Preparing for Guided Reading

Prior Knowledge

- Talk about the character Erin and her parents, who were first met in *Erin Meets Tiffy*. Discuss the various items on the picnic table that show Erin's love of horses.

Orientation to the Text

- In this story, Erin is having a birthday party at a park. When the party entertainment, a clown, runs late, Dad steps in to entertain the children with his juggling skills.

Key Language Structures

- Irregular past tenses: *said, went, got, went, fell*.
- Elisions: *can't, That's*.
- Modelling of a sentence with two clauses, joined by a conjunction: *The balls went up, but Dad did not get them*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

did, fell, first, late, laugh, lots, open, next, now, that, without

Content Words

Birthday, Erin, Tom, Zoë, presents, clown, party, tricks, swings, grass

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by rereading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks, e.g. the different pause for a full stop compared to a comma.

Focusing on the Book – Guided Reading

- Read the title together and discuss the cover photograph.
- Ensure that students use the photographs to predict meaning.
- Ask, *Where do you think Erin and her parents and friends are having the birthday party?*
- Ask, *How do you think the children feel about the clown coming to entertain them at the party?*
- Discuss why Erin is so concerned about the clown being late.
- Discuss Dad's response when Erin says that the party can't go ahead without the clown.
- Talk about Dad's problems with juggling. Ask, *How do the children react when the balls fall on the grass?*
- Ask, *Do you think the children are enjoying Dad's ball tricks?*
- Have students describe the clown and guess what kinds of tricks he might do.
- Find words in the story that begin with the blends: *gr, pr, tr, thr*. Use PM Alphabet Blends books to reinforce these sounds.

Comprehension

- Why do you think Dad decided to do the juggling trick? (*Inferential*)
- Why do you think the clown was late? (*Inferential*)
- How does the clown arrive at the party? (*Literal?*)

Follow-up Activities

- Direct students to complete the BLM activities: using initial blends to write new words; numbering boxes to sequence story events; combining provided words to write compound words; choosing phrases to complete sentences from the story.
- Ask students to make a list of tricks that a clown might perform at a party. Have them draw a star next to their favourite trick.
- Ask students to name an activity that they've particularly enjoyed at a birthday party. Ask, *Was it something unusual, such as the arrival of a clown, or something simple, like a game?* Have students draw a picture of themselves enjoying this activity.

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Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.

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Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and reread a word/sentence again to problem solve or confirm the text.

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Guided Reading Notes

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