

# We Go to Town



**Word Count:** 80    **Text Type:** Narrative

**High-Frequency Word Focus:** all, to, we

**Content Words:** bikes, bus, car, foot, go, taxis, top, town, train

**Language Features:** (punctuation, vocabulary, sound and letter knowledge)  
capital letters; short *u*

## LITERACY

**Interacting with others:** listen to and respond orally to text and others; use interaction skills

**Interpreting, analysing, evaluating:** identify some differences between imaginative and informative texts; read predictable text; use comprehension strategies to understand and discuss text

**Creating texts:** produce some lower and upper case letters; attempt to create short text to record ideas

## LITERATURE

**Literature and context:** understand that authors can tell stories and share experiences similar or different to their own

**Responding and examining:** identify and share thoughts and feelings about characters and events

**Creating literature:** retell text through illustration

## LANGUAGE

**Text structure and organisation:** understand concepts about digital text; purpose of capital letters and full stops

**Expressing and developing ideas:** explore the contribution of images to meaning; know spoken sounds and words can be written down using letters of the alphabet; how to write high-frequency words

**Sound and letter knowledge:** recognise sounds and rhymes in spoken words; letters of the alphabet – upper and lower case

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

## GETTING STARTED LISTENING, SPEAKING, VIEWING

**Activating prior knowledge:** Ask students if they have ever gone to town with family or friends. Ask them how they got there and what they saw.

**Encouraging prediction:** Using the interactive digital book, or the printed version, read the book's title to students and have them discuss the characters on the cover. Turn to and read the title page. Ask students to look at the illustrations as you move through the book, identifying characters, different vehicles, and settings. Have them use the illustrations to predict what the story might be about.

**Outlining focuses:** Explain to students that as well as finding out about the family's journey to town, they will talk about capital letters at the start of a sentence, and words with a short *u* sound.

## DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

### ■ Literacy

**Modelling:** Read the text to students. Use expression, pause to clarify unfamiliar words, and point to details in the illustrations, such as the car's flat tyres on page 3.

**Guiding:** Invite students to read, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns. Allow appropriate "wait time" and



provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and whole texts (the main aim of guided reading).

**Interacting, interpreting, analysing, and evaluating:** At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text by asking what has happened to the car, bus, and train, and why the family has to go on foot. Explain that the family must live close to the city. Ask what the family does when they get to town. Remind students of the difference between imaginary and informative texts, and ask which they think this book is.

## ■ Literature

**Literature and context:** Ask students if the author of this book has told a story that is similar to their own experience.

**Responding and examining:** Ask students how they felt when they saw the car, bus, and train could not be used. Ask them to use the illustrations to tell how the characters' moods changed during the story.

## ■ Language

**Expressing and developing ideas:** Ask students how the illustrations on pages 2 to 7 helped them understand the problems the family has getting to town.

**Text structure and organisation:** If you are using the digital version of the text, explain to students how it works. Remind students that a capital letter is always used at the start of a sentence. Ask them to look at page 2 and tell you two words that start with a capital letter (*we, can*).

**Sound and letter knowledge:** Revise upper and lowercase letters by choosing some from the text, printing them on flashcards, and having students sort them into two piles. Discuss the sound of the short *u* in *bus* on page 4. Ask students to think of words that start with the short *u* sound, then sound them out. Write these words on the board. Have students circle the short *u* in each. Ask them to list short *u* words in rhyming pairs (for example, *up, cup; tug, mug*).

## PUTTING THE LEARNING INTO PRACTICE

### READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

**Small group/independent activities:** Have students reread the text independently, then proceed to the following activities. Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.

- Ask students to complete the *We Go to Town* worksheets. Encourage them to work independently, but assist as required.
- Have students complete the self-recording in the interactive digital book. They can practise reading the book to the end, then record and save their reading.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Ask students which place in the city centre or town centre is their favourite to visit. Discuss their favourite mode of transport for getting there. Have them draw a picture of their favourite mode of transport.
- Provide students with a selection of newspapers and magazines, and ask them to cut out pictures of things they would see in a city. Ask them to create their own city picture using the cutouts.
- Have students practise writing the high-frequency words *all, to, and we*.
- Have students draw pictures to retell two problems in the story.

**Assessment:** When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.



Name \_\_\_\_\_

# 3d – We Go to Town



1. Circle (u) in these words.

bus us cup up mud bud

2. Circle the capital letters.

A b c d E e f g G

h H i j k L m n o

P p Q r s t T u v

W w x Y y z Z D F

b f B a R v S N o







l M h C s U



Name \_\_\_\_\_

**3d – We Go to Town**

Tick Yes or No.

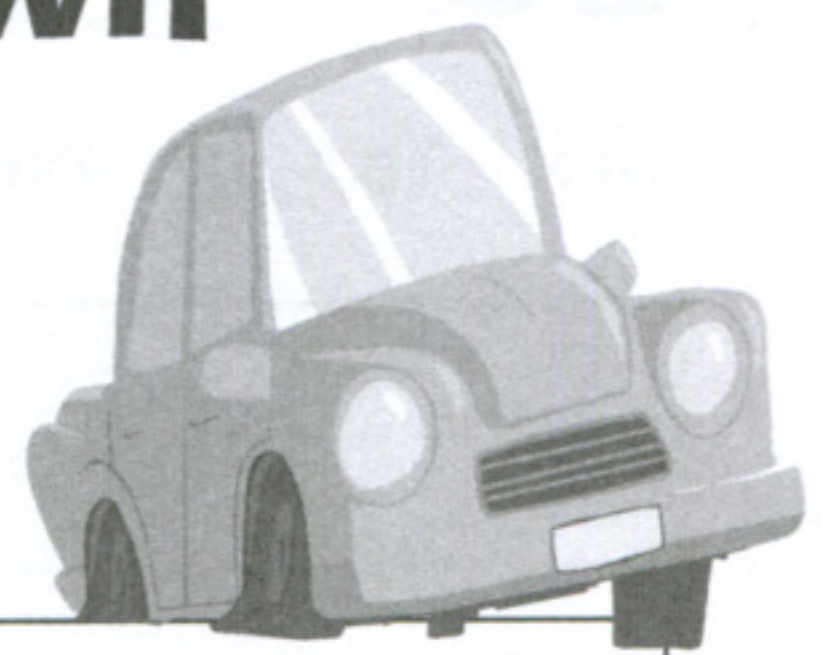
		Yes	No
Did they go in the car?			
Did they go in the bus?			
Did they go in the train?			
Did they go on bikes?			
Did they go on foot?			
Did they go to town?			



Name \_\_\_\_\_

# 3d – We Go to Town

Draw a picture of  
your favourite place to visit.  
Write what it is called.



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