

## **LPF Reading Exemplar**

### **Clown**

#### **Task Description**

In this reading activity, students read a simple story about the shopping experience of a clown and then responded to the related questions.

#### **Preparation**

Before the reading activity, the teacher activated students' personal experience and prior knowledge of shopping by asking the following questions:

- Do you know the words 'shop' and 'shopping'?
- Do you like shopping?
- What kinds of shops do you go to?
- What do you do before you go shopping?
- Do you make a list before you go shopping?

## Learning Outcomes: CVO s 1-2

### CVO '1

Understanding information and ideas in some short simple texts, using some reading strategies as appropriate

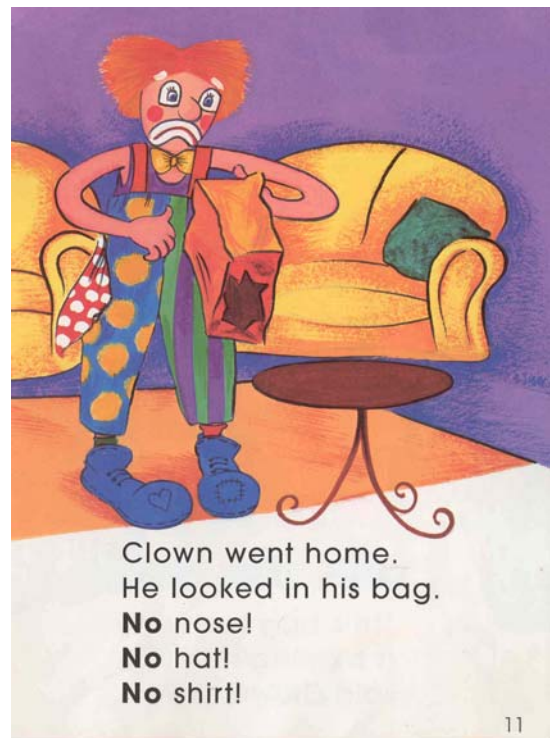
### CVO '2

Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate

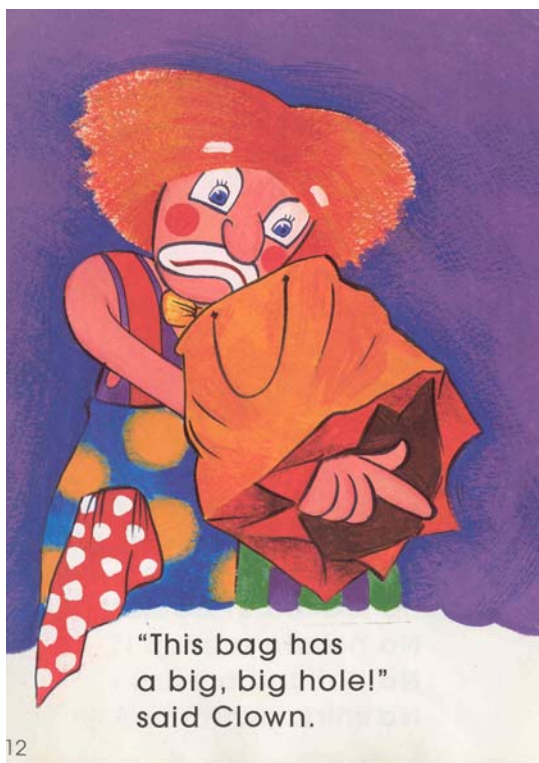
Questions	When students respond to the questions appropriately, they can:
<p>1. a) How many things did Clown want to buy at first?</p> <p><i>3 things.</i></p> <p>b) Which page tells you this? What can you see on that page?</p> <p><i>Page 3. A shopping list.</i></p>	<p>ATM 1</p> <ul style="list-style-type: none"><li>locate specific information by recognising the simple format of a shopping list</li></ul>
<p>2. Clown went to different shops to buy the things. Write down the letters to show the order he went to these shops.</p> <p>a. hat shop   b. nose shop   c. shirt shop</p> <p><i>1. b. → 2. a. → 3. c.</i></p>	<p>ATM 2</p> <ul style="list-style-type: none"><li>identify the sequence of events in the story by identifying the shops Clown went to in chronological order, e.g. 'nose shop', 'hat shop', 'shirt shop'</li></ul>
<p>3. What did Clown buy in the shops? Fill in the blanks with the correct words.</p> <p>He went to the shops. He got a red <i>nose</i>, a <i>yellow hat</i> and a <i>purple shirt</i>.</p>	<p>ATM 1</p> <ul style="list-style-type: none"><li>follow predictable texts by recognising the repeated use of sentence patterns, e.g. 'He went to the (type of) shop.', 'He got (items) and he put it in his bag.'</li></ul>

<p>4. a) Read pages 11-13. Circle the correct words.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Clown went home and looked at his bag. He <i>could find</i> / <i>could not find</i> the things in the bag. He felt <i>unhappy</i> / <i>happy</i>.</p> </div> <p>b) Why couldn't he find the things in the bag?</p> <p><i><u>There was a hole in the bag.</u></i></p> <p>c) What would he do next?</p> <p><i><u>He would go shopping again.</u></i></p>	<p>4a)</p> <p>ATM 1</p> <ul style="list-style-type: none"> <li>• follow predictable texts by <ul style="list-style-type: none"> <li>- recognising the repeated use of sentence patterns, e.g. 'No nose!', 'No hat!', 'No shirt!'</li> <li>- using visual support showing Clown's unhappy face</li> </ul> </li> </ul> <p>4b)</p> <ul style="list-style-type: none"> <li>• locate specific information by recognising key words, e.g. 'a big, big hole' with visual support</li> </ul> <p>4c)</p> <ul style="list-style-type: none"> <li>• make predictions about the content from the shopping list in the illustration</li> </ul>
<p>5. a) Read up to page 14. What would Clown buy first?</p> <p><i><u>A bag.</u></i></p> <p>b) Why?</p> <p><i><u>He buys the bag first to carry other things.</u></i>  <i>(Accept any reasonable answers.)</i></p>	<p>ATM 2</p> <ul style="list-style-type: none"> <li>• make predictions about what Clown would buy from the illustration</li> </ul>

Extract from **Clown** by **Jill Eggleton** (pp. 3 & 11-13)



(Materials adapted from **Clown** – Text by **Jill Eggleton** and Illustrations by **Ann Skelly** with the permission of **Pearson Education New Zealand**)



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