

To Town

Features of the text:

- repetition for emphasis
- onomatopoeic words, some hyphenated
- rhyme
- fun with sound, colour, and transport words

Before Reading

- Ask the children how they go to the shops. Find out what types of transport they have used for short and long distance travel.
- Introduce the text: *To Town*.
- Look at the front cover and read the title together.
- Have the children look at the title page. What clues does it give them about the story?

Making Meaning: drawing on background knowledge; developing ideas about a topic; interpreting clues from the cover/title/title page

Reading the Text

- Ask the children to read the text quietly.
- Give them something specific to focus on. For example, *Read the book to find the ways some people went to town.*
- If necessary, guide the children's reading of one or two pages, then encourage them to read on quietly.

Children may draw upon all four practices during the reading of the text. Help individual children as necessary.

After Reading

- *How did the people get to town? Which way would you like to go? Why?*
- *Which noise word did you like reading? Why? What other noise words do you know?*
- Look at pages 6 and 7. *Which words did the picture help you read?*
- Look at pages 14 and 15. *How are these pages different to any others in the book?*
- List the rhyming words on the board (*then/again*). Ask the children to add other rhyming words to the list. Point out any differences in spellings.

Making Meaning: recall; making connections; forming opinions; highlighting humour

Cracking the Code: introducing onomatopoeia

Analyzing the Text: recognizing the illustrator's role in creating a text

Cracking the Code: rhyme