

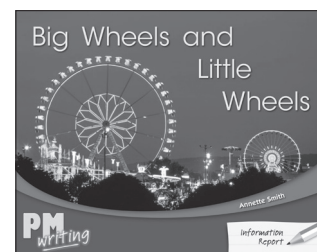
Big Wheels and Little Wheels

PM Levels 5/6

Red

Text Type Information Report

Running Words 82



Preparing for Guided Reading

Orientation to the Text

- This information report explores things that have big wheels and little wheels that go round and round.

Prior Knowledge

- Students should know what a wheel is and be familiar with some items that have wheels.

Key Language Structures

- The adjectives *big* and *little* are featured throughout the text.
- The pronoun *It* is used to refer to objects in the previous sentence.

Building the Balanced Reader

Concepts About Print

- Encourage students to follow the text across the page and show where it continues on the next line.

Vocabulary

Key High-frequency Words

a, and, big, go, goes, has, is, on, This

Content Words

bike, can-opener, little, motor, round, tractor, wheels

Decoding

- Support students to identify the vowel phonemes in more difficult words, such as *wheel* and *round*. Talk about other words students know with the same vowel phonemes.
- Look at the word *can-opener* together. Explain that the hyphen connects the two related words.

Fluency and Phrasing

- Compare how students read pages with two sentences to the phrasing of pages with one longer sentence. Discuss where and how long students should pause in each.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and the title page. Read the title of the book to students and ask them to tell you in their own words what a wheel is.

- Read page 2 together. Talk about what it says about wheels and the function of the introductory information.
- Explain to students that it is important to read all the information on pages 4–5. Introduce the caption on page 5: *a big wheel*. Ask, *Why do you think the author put this caption here?*
- Look at pages 6–7 together. Ask, *Where is the caption on these pages? What does it tell you?*
- Continue to pages 12–13. Discuss where students have seen motors before and what the function of wheels in a motor is.
- Look at pages 14–15 together. Discuss whether the wheels on the can-opener are big or little and what they help to do.
- Read to the end of the text. Ask students to share one thing they learned about wheels while they were reading.

Comprehension

- What are two things in the text that have both big and little wheels? (*Literal*)
- Why do you think wheels are round? (*Inferential*)
- Who do you think is driving the tractor in the text? (*Inferential*)

Follow-up Activities

- Make a class book about wheels. Have each student draw something different that has wheels and help them to add a caption and write a simple sentence about it.
- Discuss how training wheels help us to learn how to ride a bike. Invite students to share other things that have taken a long time to learn how to do, and what helped them learn the most.
- Together, make wheels of different shapes using playdough. Experiment to see which wheels move the best down a gentle incline. Allow students to design their own wheeled vehicle using the playdough.

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Learning Intentions

- We are learning the features of non-fiction texts.
- We are learning to make personal connections to what we read.

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Success Criteria

- I can identify the introduction and find the captions in the text.
- I can connect information in the text with what I have seen in real life.

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Guided Reading Notes

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