

# Late for the Party

PM Level 14

Green

**Text Type** Narrative

**Running Words** 235



## Preparing for Guided Reading

### Prior Knowledge

- Talk with students about the fact that cars need a lot of maintenance, and that occasionally, things go wrong with them at inconvenient times.

### Orientation to the Text

- In this story, sisters Jade and Mia are going to a party, but Mum's car has a flat tyre. They wait for a mechanic to arrive and fit the spare wheel, before proceeding to the party.

### Key Language Structures

- Irregular past tenses: *went, said, took*.
- Procedural language: *First, the man took off the wheel that had the flat tyre.*

## Building the Balanced Reader

### Vocabulary

Key High-frequency Words

*as, cheer, fix, quick, their, what, yet*

Content Words

*Jade, Mia, party, Mum, tyre, pancake, service, someone, fence, car-service, spare, wheel, nuts*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments.

### Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e.g. *Read that sentence again. The words have to make sense and sound right.*
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ...? How did you know that word was ...?*
- Emphasise reading with fluency that encompasses understanding. Read sentences from the text to model changes in tone, pitch and volume.

## Focusing on the Book – Guided Reading

- Ask students to read the title and look at the photo on the cover. Ask them to guess what might be making the girls late for the party.
- Discuss the expression '*as flat as a pancake*' in relation to the flat tyre.
- Ask students to compare how they think the girls feel in the photo on p. 2 with how they feel on p. 3 when they discover that they can't go in the car.
- Ask students how they think the girls feel when the yellow van arrives.
- Ask students if they think the man will find it difficult to fix the car.
- Talk about the procedure for changing the wheel on pp. 14–15.
- Ask, *How do Jade and Mia feel now that the car is back on the road?*
- Discuss and revise these compound words: *pancake, inside, car-service, someone, without.*

## Comprehension

- Why do you think the girls stayed by the fence instead of going inside the house? (*Inferential*)
- What do you think they would have done if the man hadn't arrived to change the wheel? (*Inferential*)

## Follow-up Activities

- Direct students to complete the BLM activities: completing the sentences with the correct words from the story, and then using these words to complete the crossword puzzle; writing words from the story to complete sentences.
- Have students imagine they are in a hurry to go somewhere, such as a sporting event or party, and the family car breaks down. Have students make a list of other ways they might get to their destination, if a car-service person is not able to come soon enough.
- Direct students to reread the wheel-changing procedure on pp. 14–15. Have them draw and number each step of the procedure.

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## Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell events in the text and include details that elaborate on the main ideas.
- \_\_\_\_\_

## Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.
- \_\_\_\_\_

## Guided Reading Notes

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