

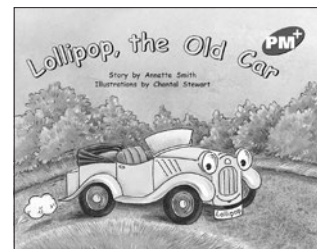
# Lollipop, the Old Car

PM Level 13

Green

**Text Type** Narrative

**Running Words** 233



## Preparing for Guided Reading

### Orientation to the Text

- Read *The Hare and the Tortoise* (PM level 19). Discuss the events in the story.

### Prior Knowledge

- This story, involving some animated vehicles, suggests that 'slow and steady wins the race'. Imaginary narrative texts give the reader opportunities to explain how the personalities of the characters affect the plot.

### Key Language Structures

- Adverbs and adverbial phrases add meaning to the nouns in the text, e.g. *slowly, very, at the little blue cars, down the road.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*ready, start, were, won*

#### Content Words

*line, right, shut, smiled, still, woke*

### Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Build upon students' phonemic awareness and their knowledge of letter-sound relationships. Ensure they are transferring this knowledge when decoding or confirming unfamiliar words.

### Fluency and Phrasing

- Observe the strategies students are using to integrate meaning, language structures and visual information as they read. Explicitly teach students who require further support to crosscheck, confirm or self-correct when meaning needs to be regained.
- Emphasise reading with fluency that encompasses understanding. Remind students to adjust the pace of their reading when they encounter new vocabulary.

## Focusing on the Book – Guided Reading

- Read the title. Explain that the animated vehicles in this story have personalities and are able to talk. Point out the visual language and the black and white flag in the vignette. Tell students this is used in races to signal the start.
- Talk about the different facial expressions and what these tell the reader about the vehicles' personalities. Predict what might happen next. Ask students to check their predictions as they read the story.
- Discuss the red racing car's attitude. Compare this attitude with the hare's in *The Hare and the Tortoise*.
- Talk about the illustrations before reading the text. Notice that the front entrance to the park can be seen at the top of the hill.
- Discuss the satisfying ending.
- Search the text for two adjectives before a noun: *little blue cars, big green car*, etc.
- Compare the meanings of the words *won* and *one*.
- Revisit consonant blends: *slowly, sleep, start, smiled*. Recall other words that begin the same way.

## Comprehension

- What were the cars getting ready for? (*Literal*)
- Why was Lollipop going slowly down the road? (*Inferential*)
- How did Lollipop beat the other, faster cars? (*Inferential*)

## Follow-up Activities

- Draw a mural of the racetrack. Have students draw, cut out and then paste the vehicles onto the mural. Invite students to write stories about the events. Paste these onto the mural.
- Using card, make stand-up models of the vehicles. Draw their facial expressions. Write descriptive captions to place beside the models.
- Make a board game that involves a race. Help students to draw the track on a long piece of card. Mark 20 even spaces and number each. On some of the spaces write *Miss a turn* and a reason why (ensure it links with the story), e.g. *went to sleep*. Use little plastic cars as counters. Roll a die for each turn.

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## Learning Intentions

- We are learning to use speed, volume and pitch to correctly interpret the text when reading aloud.
- We are learning to think beyond what we are reading.

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## Success Criteria

- I can make changes to my speed, volume and pitch to indicate my understanding of the text.
- I can make predictions and justify them with evidence from the text and/or prior experiences.

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## Guided Reading Notes

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