

Jake's Car

PM Level 4

Red

Text Type Narrative

Running Words 77



Preparing for Guided Reading

Prior Knowledge

- Talk with students about the use of remote controls for toys like cars and helicopters. Discuss some of the things that can go wrong with these types of toys.

Orientation to the Text

- In this story, Jake shows Dad how his car can drive over 'hills' he has made with a rug. When the car is unable to climb one of the hills, Dad examines the car and realises that it needs new batteries.

Key Language Structures

- A mix of shorter and longer sentences.
- Use of dialogue to add interest.

Building the Balanced Reader

Concepts About Print

- Associate the upper- and lower-case initial letter: *Cc – Come, car, can.*
- Use of ellipses to add tension.
- Use of bold text for emphasis.

Vocabulary

Key High-frequency Words

and, are, can, down, for, going, looked, not, Oh

Content Words

Jake, Dad, car, hills, little, batteries

Decoding

- Locate some high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and differentiate between the purpose of a full stop and a comma.
- Change voice to apply the purpose of quotation marks.

Focusing on the Book – Guided Reading

- **Cover** Ask, *What has Jake done with the rug to turn it into hills for his car? Do you think Jake is having fun with his car?*

- **pp. 2–3** Point out the car's position on the rug. Ask, *What do you think Jake is about to do? Do you think Dad is excited about the car too?*
- **pp. 4–5** Ask, *What is Jake pointing at? Do you think the car will go over the hills?*
- **pp. 6–7** Discuss the fact that the car has stopped on the second hill. Ask, *How do you think Jake feels about the car stopping on the hill?*
- **pp. 8–9** Discuss Jake's concern as he looks at the car. Ask, *Do you think the car is broken?*
- **pp. 10–11** Ask, *What is Dad doing? What do you think he will see inside the car?*
- **pp. 12–13** Discuss how Dad is giving Jake some batteries. Ask, *What do you think Dad has learned about the batteries that were in Jake's car?*
- **pp. 14–15** The car is back on the rug. Ask, *Do you think the car will be able to drive over the hills now?*
- **p. 16** Ask, *How do you think Jake feels now that his car can go up and down the hills again?*

Comprehension

- Why did Jake's car stop? (*Literal*)
- Why did Dad look in the car? (*Inferential*)

Follow-up Activities

- Discuss the capital letters on these words: *Dad, Come, Here, Look*. Have students search through the text for other words with capital letters, and write them down.
- Talk with students about their experiences of playing with remote-controlled toys. Ask them to think of other remote-controlled devices they have used, such as television controls. Have them draw each item they can think of.
- Discuss the clever way Jake has used the rug to make hills. Ask students to think of other common items that could be used to make an interesting road for a remote-controlled car.

Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.
- _____

Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks in text.
- _____

Guided Reading Notes

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