

The Bumper Cars

PM Level 4

Red

Text Type Recount

Running Words 94



Preparing for Guided Reading

Orientation to the Text

- Re-read *The go-karts* (PM level 2), *At the zoo* (PM level 2), *The Photo Book* (PM level 3), *Wake Up, Dad* (PM level 3) and *The Merry-go-Round* (PM level 3). Talk about the places students like to visit.
- Make a language experience chart about students' favourite places, e.g.:
Matthew likes to go to mini golf.
Sarah likes to go to the beach.
Amy likes to go to the go-karts.

Prior Knowledge

- This family was first introduced in Red level (Set A). Children will relate to the anticipation and excitement in this book.
- Language structures from PM levels 1 and 2 are repeated with enough new vocabulary to allow students to apply emerging skills.

Key Language Structures

- This book reinforces multiple lines of speech per page, contained within speech marks.

Building the Balanced Reader

Concepts About Print

- Speech intonation – encourage students to respond to the bold print.
- Punctuation symbol – name and meaning – question mark, speech marks (reinforce).
- Reinforce first and last letters of a word.

Vocabulary

Key High-frequency Words

and, are, can, looked, red, shouted, too, we

Content Words

blue, bumper car, car, Dad, red

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.

Focusing on the Book – Guided Reading

- Discuss the words *bumper cars*. Ask students, *How are these different from the cars we drive on the road?* Reinforce the idea that 'bumps' don't matter and that they are part of the fun.
- Talk about the family from *The Photo Book*, *Wake Up, Dad* and *The Merry-go-Round*. Ask students to try and recall the characters' names. Discuss the probable ages of students. Ask students, *Who is the oldest? Who do you think will drive?*
- Look closely at the illustrations. Encourage students to use expressive vocabulary to talk about how the characters would be feeling in different situations. Ask students,
p. 3 – *How was the family feeling?*
p. 15 – *How were Dad and Nick feeling?*
- Read the book together.
- Have students re-read the story independently.

Comprehension

- Who went in the red car? (*Literal*)
- Why did Dad go in the bumper car with Nick? (*Inferential*)

Follow-up Activities

- Re-read *The Merry-go-Round* (PM level 3).
- Talk about different fun parks and/or carnivals students have visited. Discuss their favourite rides, what they like to eat, as well as things to see.
- Make cardboard bumper cars from cereal boxes or shoe boxes. Focus on colour to decorate the bumper cars.
- Set up simple sentence maker stands made from heavy card. Give students the words from the story printed on cardboard. Students recreate the sentences from the story.
- Play a game to music in the classroom or playground. Students move around a variety of objects or obstacles in time to the music without 'bumping' into anything. If they bump into something or someone, they must sit down.
- Sing 'Sing a Rainbow'. Paint a picture of a rainbow and label the colours.

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Date _____

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Learning Intentions

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

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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.

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Guided Reading Notes

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