

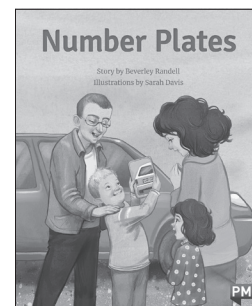
Number Plates

PM Level 17

Turquoise

Text Type Narrative

Running Words 409



Preparing for Guided Reading

Prior Knowledge

- In this book, the main character, William, has Down syndrome, which is a genetic condition. Explain to students that people with Down syndrome may need some support in some areas of life but that they have a wide range of abilities and skills.

Orientation to the Text

- William and his younger sister, Charlotte, like to play a number plate game when they go out in the car. When their car is bumped by another car, William helps the family find the car that hit them.

Building the Balanced Reader

Vocabulary

Key Vocabulary

anyone, own

Content Words

alphabet, bumped, letter, number plates, police, spin, supermarket, tablet, tired, write

Decoding

- Apply knowledge of prefixes and suffixes to assist students in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; and attending to print details.

Focusing on the Book – Guided Reading

- Focus on the title of the book and talk with students about number plates (also known as registration plates or licence plates). Ask, *Do you know what's on the number plate of your family's car?*
- Have students read page 2 and discuss William's age and the activities he could do at school. Notice the books on William's table.
- Discuss the silent 'w' in the word *write*.
- After reading pages 4–5, ask students to predict which number plate letter William and Charlotte will find next.

- Read on to page 9 and discuss the events that have happened so far. Ask, *What do you think will happen next?*
- Revise the apostrophes of possession in *sister's name, mother's name, father's name* and *William's turn*. Compare this with *There's an A, don't* and *I'm*, where the apostrophe has been used in a contraction to indicate a letter has been omitted.
- Look at words that end with 'er', e.g. *number, letter, swimmer, driver, teacher, clever*.

Comprehension

- What game did Charlotte and William like to play? (*Literal*)
- Why did the white car race out of the car park after it hit William's car? (*Inferential*)
- Why would Dad tell the police the number plate of the white car? (*Inferential*)

Follow-up Activities

- Play a game where students have to provide an answer that begins with each letter of the alphabet, e.g. girls' names, towns or cities, animals, colours.
- Discuss why vehicles all have different number plates. Ask students to suggest what would happen to the white car when the police were told what the driver had done.

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Date _____

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Learning Intentions

- We are learning to understand how apostrophes are used.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.

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Success Criteria

- I can identify when an apostrophe is used for possession and when it is used in a contraction.
- I can use my knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

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Guided Reading Notes

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