

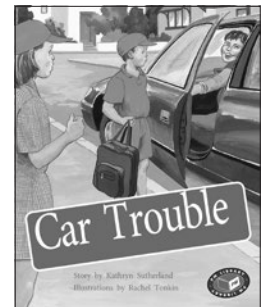
Car Trouble

PM Level 22

Gold

Text Type Narrative

Running Words 724



Preparing for Guided Reading

Orientation to the text

- Discuss ways in which students can keep themselves safe at school, at home and in public places. List their ideas.

Prior knowledge

- This story emphasises the importance of children trusting their feelings and remembering what they have been taught by their parents and teachers.

Building the Balanced Reader

Vocabulary

Key vocabulary

probably, spoke, stranger, wasn't, wound, wrong, you'll

Content Words

argued, breath, confused, exactly, sensible, trouble, trusted, uncomfortable

Decoding

- Encourage automatic recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and the events in the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Examine the cover illustration and read the title together. Have students look carefully at the children's faces. Talk about why they look so unsure, yet the woman looks so welcoming. Examine the title page illustration. Predict whose car is in trouble.
- After reading pp. 2–3, ask, *What do you think Claire and Lewis should do? Why?*
- Support students as they read pp. 4–9. Discuss whether the children should get in the car or not. Talk about Claire's feelings. Discuss the fact that Lewis wants to go, but is unsure because Claire is saying *No!* Talk about the difference in the children's ages and Claire's wariness of the stranger.

- Read pp. 10–11 aloud with students, emphasising the words in bold type. Ask, *Why is the driver angry? What did students do to help keep themselves safe?*
- The children were able to give a good description of the lady in the car. Why is this important? List the things that students were able to recall about the lady and her car.
- Everyone is safe and happy. Emphasise the importance of trusting your feelings when you know something is wrong and remembering what you have been taught by your parents and teachers.
- Revise the use of an apostrophe to indicate possession, e.g. *woman's car*.
- Discuss emotive words used in the text, e.g. *uncomfortable, angry, brave, scared, feelings*.

Comprehension

- Why did Claire and Lewis think Dad was late? (*Literal*)
- Why did the lady in the car ask students who they were waiting for? (*Inferential*)
- What should students do if Dad is late on another occasion? (*Applied Knowledge*)

Follow-up activities

- Ask students to retell occasions when they trusted their feelings in a situation when things didn't feel right. What was the outcome?
- Discuss the significance of noting a vehicle's number plate when there is an accident or situation when people could be hurt or injured. Talk about noting other details, such as descriptions of people, other vehicles involved, and what someone may have said, that could assist police with their work.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences, vocabulary in the text, and potential solutions to the problem encountered by the characters.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, personal experiences, vocabulary and potential solutions to the problem presented in the text.
- _____

Guided Reading Notes

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