

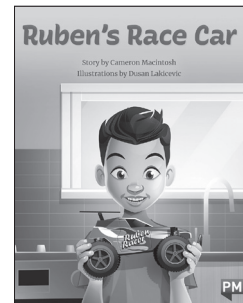
Ruben's Race Car

PM Level 22

Gold

Text Type Narrative

Running Words 752



Preparing for Guided Reading

Prior Knowledge

- Students should have a basic understanding of what solar power is and some of its common uses. Link this with their experiences of seeing solar panels on houses.
- Students should also understand that products such as toys are made by companies and that it is possible to contact a company via email.

Orientation to the Text

- Ruben is disappointed when the batteries in his remote control go flat and he can't race cars with his friend Max. As he falls asleep, the thought comes to him that a solar-powered remote-controlled car would never need new batteries. Ruben decides to email Tumble Toys to share his great idea.

Building the Balanced Reader

Vocabulary

Key Vocabulary

admired, Also, Anxiously, approached, brilliant, computer, crumpled, Everybody, explained, extra, glistening, magnificent, moaned, perfect, probably, unhappy, usually, you'll

Content Words

batteries, company, electricity, email, energy, he'd, landfill, panels, printed, remote-controlled, science, solar, subject, typed

Decoding

- Practise breaking longer words, such as *electricity*, into syllables and talk about the vowel sound in each part.
- Encourage students to re-read the whole phrase or sentence when they misread a word, to check that what they read makes sense.
- Point out the hyphen in *remote-controlled* to students. Ask, *What is this small line called?* Discuss why it is there.

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *Who do you think the boy is? How do you think he is feeling? What tells you that?*
- Read pages 2–3 together. Talk about the skill of inference as being able to use what you read to draw conclusions. Ask, *How do you think*

Mr Tamura feels about his watch? How do you know this? Explain that the answer isn't stated directly in the text but there are clues to help students work it out.

- Continue to page 5 and point out the word *I've*. Ask, *Why is there an apostrophe in this word? What is it short for?* Instruct students to find the other contraction on the page and talk about it together.
- Read page 8 with students. Ask, *How do you think Ruben felt when Max agreed to race remote-controlled cars?* Support students to justify their responses using the text and their own experiences.
- Point out the word *Let's* on page 9. Ask, *What sort of word is this? Why do you think the author wrote Let's instead of 'Let us'?*
- Read page 12 with students. Ask, *Why do you think Ruben couldn't go to the shops without Mum? What helped you to draw that conclusion?*
- Continue to page 18 and invite students to find the contractions on the page. Discuss what each contraction is short for and the letters that have been left out of the words.
- Read to page 22. Ask, *Why do you think Ruben opened the box anxiously? Does the author tell us this?*

Comprehension

- Why did Ruben want a car with a solar panel on the top? (*Literal*)
- What kind of person would you say Ruben is? Why? (*Inferential*)
- What else could Ruben and Max have done when the car's batteries stopped working? (*Applied Knowledge*)

Follow-up Activities

- Re-read the story and invite students to consider what they think might happen next. Encourage them to think creatively about what might go well for Ruben and what could go wrong. Then, have each student write the next chapter for the story. Share and compare their responses.
- Model writing a short book review about the story, summarising the plot and giving an opinion about it. Instruct students to choose a book they have enjoyed and to write a review recommending it to their classmates.
- Find out more about how solar panels work with students. Provide some solar-powered toys or calculators and allow students to experiment with them. Share their findings and discuss whether students think solar power is a good idea and why.

Ruben's Race Car

Date _____

PM Level 22

Gold

Learning Intentions

- We are learning to make inferences about what we read.
- We are learning to read and understand contractions.

• _____

Success Criteria

- I can use the text and my own knowledge to suggest why characters behave in particular ways.
- I can explain why there is an apostrophe in a contraction.
- I can identify what a contraction is short for.

• _____

Guided Reading Notes

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