

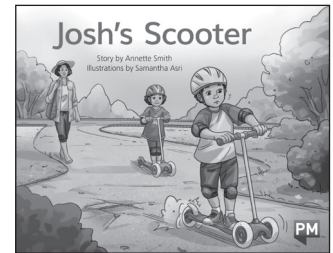
Josh's Scooter

PM Level 8

Yellow

Text Type Narrative

Running Words 151



Preparing for Guided Reading

Prior Knowledge

- Discuss with students the difference between a three-wheel scooter (like Josh and Lily's) and a two-wheel scooter like Max's.
- Ask students to talk about their own scooters. Note how many wheels they have and the different types that are available.

Orientation to the Text

- Josh and Lily were at the scooter park when a wheel on Josh's scooter fell off. Max came along and let Josh ride his big scooter.

Key Language Structures

- This book features a lot of dialogue. Identify speech marks around the words spoken by the characters. Note the words used to describe how the words are spoken. "*Josh!*" shouted Lily.
- Sentences are becoming more complex at this level. Look at the sentence on page 8: *A big boy came down the path on his scooter.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

coming, liked, off, with, your

Content Words

bowl, park, paths, scooter, skate, wheel, wobble

Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Look at the word *off*. Encourage students to sound the word out. Ask, *What sound does the letter f make in this word? Compare the sound that f makes in of and off.*

Fluency and Phrasing

- Locate familiar words to develop smooth reading.
- Apply change in voice to reflect punctuation marks, especially question and exclamation marks.

Focusing on the Book – Guided Reading

- Discuss the cover and title. Look carefully at the cover illustration. Ask students to predict what the story might be about.
- Read page 4 together. Ask, *What does the word wobble mean? How does the illustrator show the meaning of the word?*
- Ask students to predict what might happen next. Turn to page 6 and check your prediction.
- Continue reading and look at the illustration on page 9. Ask, *What do you think Max will do?* Read on to page 12 and check your prediction.
- Look carefully at the illustration on page 12. Ask, *How can you tell that Josh is worried about riding Max's scooter? What is the difference between Max's scooter and Josh and Lily's scooters?*
- Read the whole story together, encouraging students to respond to the intonation (structure) cues – darkened (bold) print, question and punctuation marks.
- Read pages 14 to 16. Ask, *How did Josh feel about riding Max's scooter?*
- Have students identify the orientation of the story (who, what, where, when) the complication (Josh's scooter breaks) and the resolution (Max lets Josh ride his scooter).

Comprehension

- What happened to Josh's scooter? (*Literal*)
- Why did Max help Josh to ride his big scooter in the skate bowl? (*Inferential*)

Follow-up Activities

- Recall the main events of the story. Make a sequenced wall chart for students to illustrate.
- Discuss alternate endings for the story from page 12. Write a wall story featuring an alternate ending.

Learning Intentions

- We are learning that a narrative has an orientation, a complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.
- _____

Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.
- _____

Guided Reading Notes

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