

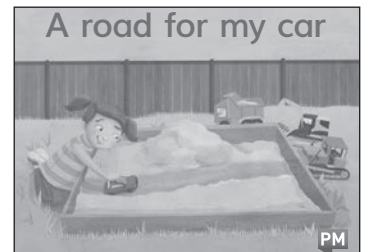
A road for my car

PM Level 2/3

Magenta

Text Type Narrative

Running Words 39



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with the names and appearances of vehicles such as trucks, diggers and bulldozers.

Orientation to the Text

- A girl is playing with her car in the sandpit. Her car cannot move on the road so she uses some equipment to fix the road.

Key Language Structures

- The structures 'Here comes a' and 'Look at the' followed by a noun are repeated through the text.
- The possessive pronoun *My* is introduced.

Building the Balanced Reader

Concepts About Print

- Ensure that students are familiar with the skills involved in handling and reading a book – awareness of the front and back of the book, the starting point for reading, page turning and directionality, word-by-word matching.

Vocabulary

Key High-frequency Words

a, at, can, comes, go, Here, little, Look, My, not, on, the

Content Words

bulldozer, car, digger, road, truck

Decoding

- Look at the word *bulldozer*. Ask, *What two smaller words make up 'bulldozer'?*
- Instruct students to get their mouths ready for the sounds they can recognise in unfamiliar words such as *digger*.

Fluency and Phrasing

- Model reading the text quickly without stopping at full stops. Discuss using punctuation and reading at an appropriate pace when you read aloud.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Ask students to name each of the items they can see.

- Read p. 3. Before you show students the picture on p. 2 ask, *Why do you think the girl's car cannot go on the road?* Look at the picture and ask students what extra information it gives.
- Read p. 5. Point to the word *digger*. Ask, *What sound does it start with? What can you see in the pictures that might help you work the word out?*
- Continue to p. 9. Help students chunk *truck* to read it. Ask, *What other words do you know that start with 'tr'?*
- Look at p. 12. Ask students to describe what they can see.
- Read p. 13 together. Say, *Point to the last word on the page. What do you think it is? How do you know?*
- Reread the text and talk about what the girl did to clear the road.

Comprehension

- Where is the girl playing? (*Literal*)
- Why couldn't the girl's car go on the road? (*Inferential*)
- What do you think the girl did next? (*Inferential*)

Follow-up Activities

- Ask students to retell the story in their own words. Talk about the information that was in the pictures and compare it with the information that was in the text.
- Read some books together about other vehicles, such as cranes or tow trucks. Discuss what each one does and what their special features are. Ask students to draw or make a vehicle out of craft materials and describe what it is and what it is used for.
- Give students some time to play in the sandpit. Ask them to pay attention to what the sand looks like, feels like and smells like. Together, complete a y-chart recording these three features.

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Learning Intentions

- We are learning to read longer words.
- We are learning to look at how the pictures work with the text in a book.

• _____

Success Criteria

- I can use picture clues and the first letter to help read words.
- I can describe how the pictures add to the words in the text.

• _____

Guided Reading Notes

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