

My accident

PM Level 2/3

Magenta

Text Type Repetitive

Running Words 47



Preparing for Guided Reading

Orientation to the Text

- Invite students to talk about times when they have had an accident and gone to a hospital or a medical centre for treatment. Write about their experiences on the whiteboard.

Prior Knowledge

- This book describes a series of events after the main character has an accident.

Key Language Structures

- This book features simple sentences containing an adverb plus a verb plus a preposition plus a noun for example, *Here I am on my skateboard.*

Building the Balanced Reader

Concepts About Print

- Reinforce the use of a capital letter at the beginning of a sentence.
- Compare the difference between *Here* and *here*.

Vocabulary

Key High-frequency Words

a, am, at, Here, I, in, is, my, on, the

Content Words

skateboard, ground, ambulance, hospital, X-ray, plaster, home, helmet

Decoding

- Locate the high-frequency words that are repetitively used in the text.
- Recognise words with the support of meaning and language and structure.

Fluency and Phrasing

- Point and read at a consistent steady rate.
- Slow down to problem solve words and resume reading at a consistent steady rate.

Focusing on the Book – Guided Reading

- Discuss the cover illustration and read the title together. Discuss the absence of a safety helmet, knee pads and elbow pads. Encourage students who have skateboards to talk about accidents that they have had.

- Discuss the title-page illustration. Talk about what might have happened to the boy between the two events (see cover and title page illustrations).
- Discuss the illustrations before reading the book together. Point out that the word *I* lets the reader know that the boy is telling his own story. Discuss how the expression on the boy's face shows how he is feeling.
- p. 16 – Discuss what the boy's father gave him, and why.

Comprehension

- What did the boy fall off? (*Literal*)
- Why do you think the boy's father gave him a helmet? (*Inferential*)

Follow-up Activities

- Write the sentences from *My accident* on individual cards. Display these in any order. Using the book, help students to place the cards in their correct sequence. They can then choose one card, paste it onto paper and draw a picture to match. When this has been completed, have students gather and order the pictures to make a class book.
- Cut out magazine pictures of things that students ride on, e.g. bicycles, skates, roller blades, etc. Scribe students' stories about their experiences with these things. Invite them to add illustrations.
- Discuss how safety gear helps us to avoid injury. Make a list of skateboarding safety rules with students.

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Learning Intentions

- We are learning that punctuation is used in sentences and we need to reflect it in our voice.
- We are learning that 'good' readers remember what they have read.

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Success Criteria

- I stop and take a breath when I notice a full stop at the end of a sentence.
- I can retell the events of a story after I have read it.

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Guided Reading Notes

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