

# Riding to school

PM Level 2/3

Magenta

**Text Type** Narrative

**Running Words** 34



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with the basic structure of a narrative text as having a beginning, a problem and a resolution.

### Orientation to the Text

- Mila and Ned are going to school on their scooters. When Mila realises that Ned's scooter is broken, she comes to the rescue.

### Key Language Structures

- Longer sentences feature prepositional phrases: *Mila is on a scooter.*
- An apostrophe of possession is introduced: *Ned's.*

## 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, comes, Here, is, Look, on*

### Content Words

*scooter*

### Decoding

- Review the high-frequency words from the text such as *is* and *comes*. Ask students to identify the tricky parts of each word.
- Look at the word *scooter*. Ask, *How many syllables are in this word? What are the vowel sounds in each syllable?*

### Fluency and Phrasing

- Talk about the sentence punctuation in the text with students and model how this affects your expression.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Ask, *How do the children get to school? How do you get to school?*

- Read pp. 2–3. Ask students to explain in their own words what is happening on these pages.
- Read to p. 6. Ask, *Where are Ned and Mila? What are they doing?*
- Continue to p. 9. Ask students to find the exclamation mark on p. 9. Ask, *Why is the exclamation mark there?*
- Look at pp. 10–11. Ask, *Where do you think Mila is going? Why?*
- Read to p. 16. Ask students to describe in their own words what happened.
- Ask students to reread the text in pairs, focusing on fluent reading.

### Comprehension

- What were Mila and Ned riding? (*Literal*)
- Does Ned live near Mila? How do you know? (*Inferential*)
- How else could the problem of Ned's broken scooter have been solved? (*Inferential*)

### Follow-up Activities

- Ask students to draw a picture of how they get to school. Organise the drawings into a large picture graph. Guide students to make some statements about the graph, such as which way of getting to school is the most and least popular.
- Talk to students about what else could go wrong on the way to school, such as getting lost or having a flat tyre. In small groups, ask students to make up a short play about a problem with getting to school. Film their plays for sharing with parents or other students in the class.
- Model writing a few sentences describing an instance when you helped someone who had a problem. Ask students to think about a time that they have helped someone and support them to write a brief story about it, using your model as a guide. Allow students to illustrate their work, or take a photo of them acting out a scene from their story to display with their writing.

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## Learning Intentions

- We are learning to make connections with what we read.
- We are learning to read high-frequency words.

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## Success Criteria

- I can say what the text reminds me of in my life.
- I can read words such as *at*, *comes*, *here* and *look*.

• \_\_\_\_\_

## Guided Reading Notes

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