

Scooter fun

PM Level 2/3

Magenta

Text Type Recount

Running Words 49



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with what a scooter is and the concept of a race.

Orientation to the Text

- Tom and Ava are having a scooter race at the park. Tom is in the lead, but will he win?

Key Language Structures

- Longer sentences with a return sweep are introduced on some pages.
- Capital letters are used for proper nouns: *Ava*, *Tom*, *Mum*.

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

and, at, comes, down, going, Here, is, Look, the

Content Words

fast, park, path

Decoding

- Look at the word *going*. Ask, *What is the base word? What has been added to it to make 'going'?*
- Discuss with students how you might chunk the word *down*.

Fluency and Phrasing

- Model pausing at each full stop on the page for students. Ask them to practise reading the pages with multiple sentences on them.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Ask, *Who do you think the people on the cover are? What are they doing?*
- Read pp. 2–3. Ask, *What two letters make the 'ar' sound in 'park'?*

- Look at the picture on p.3. Ask, *What are Tom and Ava doing? What do you think is going to happen in the story?*
- Read to p. 7. Ask, *What letter is making the 'ar' sound in 'path'?*
- Look at pp. 9–10. Ask, *Who is winning? How do you think the race will end?*
- Read p. 11 together. Say, *Find the word with the 'ar' sound in it. What letter is making the sound?*
- Read to p. 15 together. Ask, *What is happening in the picture? How do you think the story will end?*
- Reread the text and ask students to compare their predictions for what would happen with the events in the text.

Comprehension

- What were Tom and Ava doing at the park? (*Literal*)
- How might Tom have felt at the end of the race? (*Inferential*)
- Why do you think the author called the book *Scooter Fun*? (*Inferential*)

Follow-up Activities

- Put students into groups of 4–6 and give each child an item that rolls, such as a toy car or a small ball. Conduct races in each group where students let the item go at the top of a ramp or slide and the first item to make it to the bottom wins. You may like to have a final race with all the winners to find an ultimate winner. Write a shared recount of the event with students using some of the vocabulary from the text, such as *fast* and *going down*.
- Look at the safety equipment that Tom and Ava are wearing together and discuss with students why they have it. Talk about other activities that may require safety equipment, such as bike riding or lawn mowing. List words for safety equipment on the board and ask students to write and illustrate a sentence using a scaffold such as 'I am safe when ...'
- Discuss students' favourite activities at the park and list their ideas on the board. Ask each student to draw and label their favourite activity and collate them into a simple picture graph. Support students to make statements about the results, such as which activity is the least and most popular.

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Learning Intentions

- We are learning to predict events in a text.
- We are learning to recognise different ways sounds are written.

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Success Criteria

- I can describe what I think will happen next.
- I can find two different ways the *ar* sound is made in the text.

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Guided Reading Notes

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