

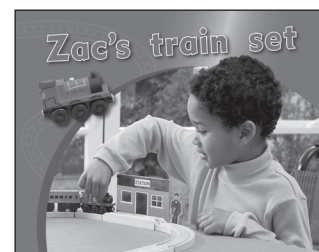
# Zac's train set

PM Level 2/3

Magenta

**Text Type** Narrative

**Running Words** 45



## Preparing for Guided Reading

### Prior Knowledge

- Discuss the pieces that make up a train set, and talk with students about their experiences of playing with train sets.

### Orientation to the Text

- In this story, Zac assembles a train track and adds special features to it (a station and a bridge). He then assembles the parts of the train and starts playing with it on the track.

### Key Language Structures

- Repetition of 'Here is...'/ 'Here are...' sentence beginning, as well as '... go here.' sentence ending.

## Building the Balanced Reader

### Concepts About Print

- Discuss the use of capital letters and full stops to denote the beginnings and endings of sentences.

### Vocabulary

#### Key High-frequency Words

are, comes, go, goes, Here/here, is, my, The/the

#### Content Words

train, set, tracks, station, bridge, engine, carriages

### 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

- **Cover** Identify Zac and read his name in the title. Use the photograph and the digraph *tr* to decode the word *train*. Study the vignette of the train set on the title page. Identify each part of the set.
- **pp. 2–3** Direct students to look at the contents of Zac's box. Ask, *How you think Zac feels about playing with the train set?*

- **pp. 4–5** Discuss how the track pieces are designed to fit together. Ask, *Do you think Zac has played with this train set before? Why/why not?*
- **pp. 6–7** Talk with students about train stations, including their usual facilities. Ask, *Why do you think Zac has chosen a straight piece of track as the location for the station?*
- **pp. 8–9** Talk with students about the purposes of bridges. Ask, *Why do you think Zac is including a bridge in his train track?*
- **pp. 10–11** Discuss with students the role of an engine – to pull the rest of the train along. Ask, *Is the engine at the front or the back of the train?*
- **pp. 12–13** Talk about the purpose of carriages in a train. Encourage students to predict what Zac might do next.
- **pp. 14–15** Talk with students about how the train tracks are made to fit the wheels of the train. Ask, *Why do you think Zac is placing the train on the tracks so carefully?*
- **p. 16** Ask, *How do you think Zac feels now that the train is on the tracks?*

### Comprehension

- What part of the train set did Zac put together first of all? (*Literal*)
- How many carriages did the train have? (Photo interpretation) (*Literal*)

### Follow-up Activities

- Direct students to complete the BLM activities: writing the correct form of the verb *go* (*go/goes*) to complete the sentence; rewriting each word; circling the correct initial letter for each item; drawing a picture of Zac's train.
- Have students draw their own designs for a train track that Zac could play with. Encourage them to add features not seen in the book, e.g. trees or houses beside the track.

## 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.
- \_\_\_\_\_

## 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.
- \_\_\_\_\_

## Guided Reading Notes

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