

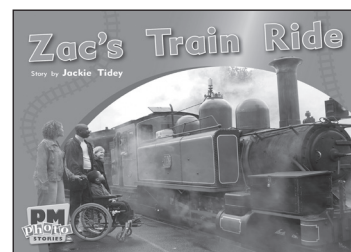
Zac's Train Ride

PM Level 7

Yellow

Text Type Narrative

Running Words 127



Preparing for Guided Reading

Prior Knowledge

- Discuss some of the challenges faced by people in wheelchairs.
- Talk with students about the different types of trains they have seen.

Orientation to the Text

- This is one of several stories about Zac. In this story, Zac and his family go to see the famous steam train, Puffing Billy. Zac thinks his wheelchair will prevent him from riding the train, but with help from a ramp, he is able to board.

Key Language Structures

- Use of dialogue to add interest.
- Longer, more complex sentences: "My wheelchair is too big to go on the train," said Zac.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

back, came, get, got, help, they, us, yes

Content Words

Zac, Mum, Dad, Puffing, Billy, Train, ride, wheelchair, ramp

Decoding

- Locate and read most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- **Cover** Ask, *What kind of train do you think Zac is going to ride? Do you think Zac is excited about going on the train?*
- **pp. 2–3** Discuss with students why Puffing Billy is a good name for this train. Ask, *Do you think Zac and his parents will ride on Puffing Billy?*

- **pp. 4–5** Zac notices that some older boys and girls are going on the train. Ask, *What does Zac say that shows us he wants to go on the train too?*
- **pp. 6–7** Zac realises that his wheelchair can't fit on the train. Ask, *Can you think of a way for Zac to ride on Puffing Billy?*
- **pp. 8–9** Mum has gone to find someone to help. Ask, *Do you think Zac will be able to go on the train?*
- **pp. 10–11** Ask, *What do you think the man will do to help Zac get onto the train?*
- **pp. 12–13** Direct students to look at the man's uniform. Ask, *What job do you think this man does at the train station?*
- **pp. 14–15** The man brings a ramp and helps wheel Zac onto the train. Ask, *How do you think Zac feels about going on the ramp?*
- **p. 16** The train is now leaving the station. Ask, *What tells us that Zac is very happy to be on Puffing Billy?*

Comprehension

- Why did Mum go and get a man from the station to help? (*Inferential*)
- How do you think Zac felt when the man got the big ramp? Why? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: choosing singular or plural words to complete sentences; choosing correct verb forms to complete sentences; writing rhyming words; choosing correct nouns to complete sentences.
- Have students think of a time when they travelled on a local train. Ask, *What was the main difference between your train and Puffing Billy?* Have students draw a picture of Puffing Billy, and the local train, to show the main differences.
- Ask students to imagine they are Zac. Ask, *How would you feel when being in a wheelchair stops you from enjoying activities? How would you feel when people help you join in?*

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to remember information to help us understand what we are reading.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can sequence the beginning, middle and end events to retell the story.

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Guided Reading Notes

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