

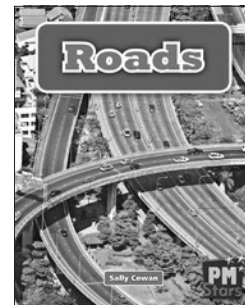
Roads

PM Levels 14/15

Green

Text Type Information Report

Running Words 174



Preparing for Guided Reading

Orientation to the Text

- Tell students that the book is an information report about roads.
- Read the title. Discuss the cover photograph. Introduce key interest words.

Prior Knowledge

- This book is an information report about roads.

Key Language Structures

- Some sentences contain a dependent and an independent clause, e.g. *People need to take care when they walk across roads.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

drive, much, need, small, sometimes, these, when

Content Words

cracks, fix, gravel, ground, highways, signs, smooth, traffic, turn

Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.

Fluency and Phrasing

- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; re-reading; reading on.
- Emphasise reading with fluency. Teach students to use commas to separate information in a sentence into readable units.

Focusing on the Book – Guided Reading

- Turn to the title page. Reinforce the key features of non-fiction texts. Read the chapter headings and invite students to predict information they might read about in the book.
- Study the photographs before reading the book. Notice the road map on page 3. Explain the meaning of new vocabulary, e.g. *gravel is sand with small stones in it.* Talk about the purpose of

road rules, safety signs and traffic lights. Discuss the responsibilities of drivers and pedestrians if everyone is to stay safe on roads.

- Find the glossary words within the book.
- Encourage students to use their knowledge of phonemes and phonological awareness to predict or decode words, e.g. *n-ee-d, sm-all, cr-oss-ings.*
- Talk about the verb *have* in this sentence: *Small roads do not have much traffic.*
- Find words that begin with the digraph *th*, e.g. *their, there, these.*
- Revisit the importance of scanning across words, e.g. *sometimes, someone, something.*
- Change the onsets in these words to make new words: *need, small, drive, when.*
- Discuss these plurals: *buses, lunches, dishes, brushes.*
- Discuss the use of commas to separate information, e.g. *Cars, buses and trucks ...*
- Emphasise the importance of understanding the meaning of key interest words.
- Reinforce the language features of an information report. Locate prepositional phrases that add information about *where*, e.g. *on the roads; along some big roads.* Identify sentences that add elaboration, e.g. *Sometimes, big, heavy trucks make cracks in roads. Road workers have to fix them.*
- Remind students to adjust the pace of their reading when they encounter new vocabulary.

Comprehension

- Why do people sometimes need road maps? (*Literal*)
- What do road workers use to make a road smooth? (*Literal*)
- What are road signs for? (*Literal*)
- Why does the traffic sometimes have to move slowly? (*Inferential*)
- What causes cracks to appear in some roads? (*Inferential*)
- Why must people take care when they walk across a road? (*Inferential*)

Follow-up Activities

- Invite students to share what they have learned about roads.
- Invite a police officer to talk with students about safe places to cross the road.

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Learning Intentions

- We are learning to actively decode words while reading at a consistent pace.
- We are learning to think beyond the text.

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Success Criteria

- I can use word parts to help me decode fluently, e.g. onset and rimes, compound words, spelling clusters.
- I can differentiate between known and new information about a topic as I read.

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Guided Reading Notes

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