

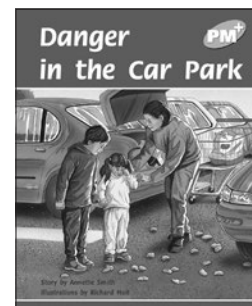
Danger in the Car Park

PM Level 18

Turquoise

Text Type Narrative

Running Words 400



Preparing for Guided Reading

Orientation to the text

- Talk about supermarket shopping. Encourage students to discuss how they help.

Prior knowledge

- Zac, a character already established at this level, helps his mother with the grocery shopping. While returning to their car, he notices a little girl running out from between two parked vehicles!

Building the Balanced Reader

Vocabulary

Key vocabulary

between, danger, full, rally, suddenly, supermarket, towards, trolley

Content Words

dropped, full, loudly, potatoes, rolled, rushed, tape

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Read the title together. Discuss the cover and title page illustrations. Talk about safety issues at busy supermarket car parks.
- Point out Mum's request for Zac's help. Discuss taping favourite TV programs. Search the text to find out why the bag of potatoes was unable to fit into the trolley.
- Study the typically busy car park scene. Ask, *Why is Mum concerned about Zac's safety?* Remind students that the bag of potatoes is heavy!
- Discuss the illustration before reading the text. Respond to the drama of the situation by predicting what might happen next.
- Read these pages with expression. Applaud Zac's quick thinking. Ensure that students understand that if Zac hadn't dropped the potatoes, the little girl may have continued to run in front of the car.

- Talk about the safety risks outlined in the text. Talk about why the girl was too young to understand the risks.
- Discuss how the incident might be reported in a local newspaper.
- Revise irregular plurals, e.g. *shelf, shelves; potato, potatoes*.
- Discuss the role of adverbs in telling 'how', 'when', 'where' or 'why', e.g. *carefully, suddenly, loudly, badly*.
- Revise the common word ending -y, e.g. *rally, trolley, carry, heavy*.
- Discuss verbs that double the last consonant to add -ed, e.g. *stop, stopped; slip, slipped; drop, dropped*.

Comprehension

- Why did Zac's mum want him to go to the supermarket with her? (*Literal*)
- Why was Zac walking carefully? (*Inferential*)
- Why was Zac's mum glad he went with her? (*Inferential*)

Follow-up activities

- Discuss safety issues at busy car parks. Write safety reminders for both pedestrians and motorists. Copy students' suggestions onto a class newsletter for them to share at home.
- Have students share funny incidents that have happened to them at the supermarket. Encourage them to write about and draw the funniest situation.
- The events in this story would make a suitable role-play. List the characters from the story and decide the part the reader would take. Suggest that dialogue from the text be used in the role-play.
- Revise letter writing conventions. Students can pretend to be Zac and write letters to friends, informing them of the events in the car park.
- Read short newspaper reports that are factual recounts of events. Ask students to write a simple report about the incident for a newspaper.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics and affixes to decode the text.
- We are learning to integrate our knowledge of reading skills and strategies to derive meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, and affixes to assist me in decoding the text.
- I can use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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