

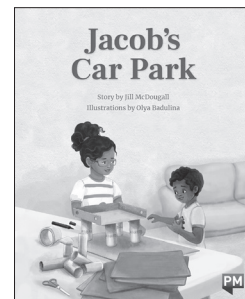
Jacob's Car Park

PM Level 18

Turquoise

Text Type Narrative

Running Words 454



Preparing for Guided Reading

Prior Knowledge

- Discuss with students how every person is unique and that some people have special needs. You may also like to explain some of the common characteristics of autism.
- Tell students that the book is a narrative, and revise with them the narrative structure of orientation, complication and resolution.

Orientation to the Text

- Abby builds a special car park for her brother Jacob's toy cars out of recycled cardboard. When it goes missing, Abby, Jacob and Dad realise it has been recycled by mistake. Dad takes them to the recycling yard, where they get a surprise.

Building the Balanced Reader

Vocabulary

Key Vocabulary

angry, close, disappearing, full, I've, loudly, might, rushed, shone, sorts, special, Suddenly, tightly

Content Words

basket, cardboard, floor, neat, ramp, recycling, website

Decoding

- As students read, draw their attention to common digraphs within words, such as 'th' and 'sh'.
- Prompt students to pause at punctuation, such as full stops and commas, to give them time to think about what they have read and to look ahead.
- Look at the word *cardboard* on page 4 together. Ask, *What two smaller words can you see in this word? How does the meaning of the two words combine in the longer word?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *Who do you think this story will be about? What do you know about the characters already?*
- Read pages 2–3 together. Talk about why it is important for Jacob to have his toy cars in a neat line. Ask, *What does this tell us about Abby?*
- Point out the word *carefully* on page 3, and introduce it as an adverb. Re-read the sentence without the adverb and ask, *How is the adverb important to our understanding of what is happening in the story?*

- Continue to page 7. Ask, *What do you think Jacob might do when he finds out his car park is missing? What parts of the text tell you this?*
- Point out the adverb *sadly* on page 9. Ask, *What extra information does this word give us? What do you notice about the endings of the words carefully and sadly? Explain that many, although not all, adverbs end in 'ly'.*
- Continue to page 10. Say, *Find the adverb on this page. Why do you think the author included it?*
- Look at pages 14–15 together. Ask, *What do we learn about Abby from the woman in the shop? What tells you this?*
- Read to the end of the story. Ask, *How is Jacob feeling at the end of the narrative? What do we now know about the character of Jacob?*

Comprehension

- What sort of cars was Jacob going to put in his car park? (*Literal*)
- Why did Abby decide to make a car park for Jacob? (*Inferential*)
- Do you think Abby is a good big sister? Why or why not? (*Applied Knowledge*)

Follow-up Activities

- Read some other stories about autism and neurodiversity with students, such as *My Brother Charlie* by Holly Robinson Peete. Discuss with students what needs children with autism may have and talk about how each of us has unique abilities and challenges.
- Ask students to describe how Abby recycled materials in the story. Provide a range of recycled materials similar to those Abby used, and invite students to make their own recycled item. Provide time for students to share with the group what they made and how they made it.
- Re-read the text and ask students to think about the character of Dad. Encourage them to articulate what parts of the text and illustrations they have used to draw their conclusions. Together, write a brief description of what kind of person Dad is.

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Learning Intentions

- We are learning to identify and describe the characters in a narrative.
- We are learning to identify how authors add details to what they write.

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Success Criteria

- I can list the characters in the story.
- I can describe what the characters are like using events from the story.
- I can find adverbs ending in 'ly' and describe how they add meaning to the story.

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Guided Reading Notes

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