

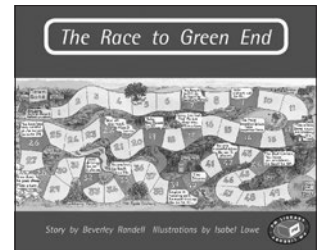
The Race to Green End

PM Level 18

Turquoise

Text Type Narrative

Running Words 508



Preparing for Guided Reading

Orientation to the text

- Group students into pairs. Give them a die, a shaker and two counters. Turn to pp. 8–9 of the storybook and have them play the game — The Race to Green End.

Prior knowledge

- Students are highly motivated to read instructions printed on interesting board games.

Building the Balanced Reader

Vocabulary

Key vocabulary

badly, bent, Bridge, front, loud, notice, Shiny, Suddenly, think, through

Content Words

Bypass, enough, mudguard, Repairs, shaken, short, sick, sight, skid, thought, threw, wasn't

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

- As students read the story, have additional books available, open at the board game, for children to play as the story unfolds. To get the most value from the book have the children read it in pairs.
- The rules for starting are set out very clearly. Make sure students understand the rule about throwing a six to start.
- Play the board game according to the events in the story.
- Ask students who they think is going to win and why.
- Ask a student who has a bike to explain what happens when they ride it on loose stones.
- At the completion of the reading discuss the moral of the story.
- Discuss the past tense form of verbs from the text, e.g. *ride, rode; throw, threw; win, won; try, tried*

- Locate words in the text with the *ough* letter cluster, e.g. *through, thought, enough*. Listen to the sound made by these letters in each word. Is it the same?
- Discuss compound words in the text, e.g. *himself, motorbike, mudguard, upside*

Comprehension

- What must each player do before they can start the game? (*Literal*)
- On the game board, when a player does something wrong, what do they have to do? (*Inferential*)
- What allowed the Red Bus to win the race to Green End? (*Inferential*)

Follow-up activities

- Ask students to think about another story they may know where the character who went at a slow and steady pace won the race. (*The Hare and the Tortoise*). Locate a copy of this story, and allow students to read it independently. Make comparisons between the two texts.
- Allow students time to write a set of simple instructions for playing *The Race to Green End*. Encourage them to play the game using these instructions, and check that the written information is correct.

The Race to Green End

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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