

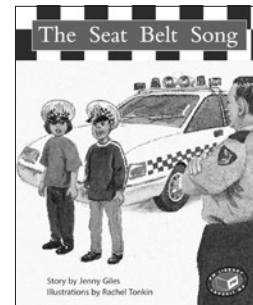
The Seat Belt Song

PM Level 18

Turquoise

Text Type Narrative

Running Words 511



Preparing for Guided Reading

Orientation to the text

- Discuss safe behaviour in cars. Possible points to raise include: wearing seat belts at all times, locking doors and using special car seats for babies and young children.

Prior knowledge

- Traffic education is an important part of the school curriculum. Strong safety messages are reinforced in a memorable way in this story.

Building the Balanced Reader

Vocabulary

Key vocabulary

belts, flashed, grow, practise, seat, tightly

Content Words

hold, important, officer, part, police, policeman, policewoman, safety, screamed, siren, song, twinkle, 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

- Read the title and discuss the cover illustration. Talk about the characters. Ask students to predict where this might be happening.
- Some observant students will identify Luke and Andrew from PM Story Books Orange Level *Roller Blades for Luke*. Note that both books have been written by Jenny Giles and illustrated by Rachel Tonkin.
- Identify the new character, Zoë, on the cover illustration.
- Read the words of 'The Seat Belt Song' with students, then sing it together to the familiar tune of Twinkle Twinkle Little Star.
- As students read p. 6 independently, ask them to find the important safety message.

- Ask students why the word *click* has been written four times. Observe strategies used by students as they decode the word *siren*.
- Discuss how the words *flashed* and *screamed* give stronger meaning to the text.
- Ensure that students notice that Andrew is kind to Zoë, that Officer Young praises both Zoë and Andrew, and that Andrew talks about his mistake.
- Talk about the reason for the italic type and indented text of the seat belt song on p. 16.
- Identify the words that rhyme in the song. Make a list of other words that rhyme with these words.
- Clap the syllables in these words: po/lice/man, off/ic/ers, re/mem/ber, care/ful/ly

Comprehension

- Why did the police officers visit the school? (*Literal*)
- Why did the police officers let the children practise putting on their seat belt in the police car? (*Inferential*)
- Why did Andrew help Zoe sing the Seat Belt Song? (*Inferential*)

Follow-up activities

- Invite a police officer to visit the classroom to discuss bike safety. Beforehand, encourage students to write some questions to be asked during the visit.
- Following the visit, encourage students to make up a song about bike safety. Choose a different nursery rhyme for the tune.

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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.

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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.

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Guided Reading Notes

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