

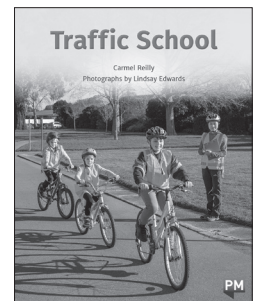
# Traffic School

PM Level 18

Turquoise

**Text Type** Procedural Recount

**Running Words** 453



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with the basics of bike riding and traffic safety, and be able to identify some cycling equipment, such as a helmet.
- Students should also be able to describe what a procedure is and what a recount is, and have knowledge of what they would find in each.

### Orientation to the Text

- A boy describes all the things he learned at Traffic School, including what people need to do to get ready to ride a bicycle and how to obey the road rules. After riding around the Traffic School, he describes how the experience made him feel.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*check, checked, close, closer, easy, fitted, full, minutes, mustn't, nothing, sign, suddenly, tightly*

#### Content Words

*bicycles, chains, clothing, helmets, seats, straps, traffic, vests, zebra crossing*

### Decoding

- Point out proper nouns in the text, such as *Wednesday* and *Traffic School*, and discuss how students can recognise them.
- Encourage students to look for two-letter digraphs at the start of words, such as **children** and **showed**, rather than sounding out each letter.
- Look at the word *sign* on page 12 together and talk about the sounds within the word. Ask, *Which part of this word is tricky?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Introduce the book as a procedural recount. Ask, *What do you think a recount about Traffic School might have in it? What about a procedure about Traffic School?*
- Revise the table of contents on the title page with students. Ask, *What are the numbers in this list telling us? Where would you find the chapter headings?*
- Look at pages 2–3 together and point out the word **vests**. Ask, *Why is this word in bold?* Support students to find the word in the glossary.

- Point out the word *tightly* on page 4 and explain that it is an adverb. Ask, *What extra information does this word give us? Why do you think the author included it?* Tell students that many adverbs end in 'ly' and that they tell us more about how, why, when or where something happened.
- Look at the image on page 7 together and point out the labels. Ask, *How do these labels link with what the text is saying? Why do you think the author included them?*
- Continue to page 8. Ask, *Can you find an adverb on this page? Why is the word important to the instructions?*
- Ask students to find the chapter heading on page 14. Ask, *Where else in the book can you find this chapter heading? What does it tell you about what you will learn about next?*
- Read to the end of the text. Then, with students, practise finding the start of different chapters using the contents page and finding words in the glossary.

### Comprehension

- Why do yellow vests help keep people safe when they are riding in traffic? (*Literal*)
- Why is it important for helmets to fit well and for the straps to be done up tightly? (*Inferential*)
- Why should you check your bike before you ride it? (*Applied Knowledge*)

### Follow-up Activities

- Discuss and list the features of procedures and recounts with students. Allocate different items from the list to pairs of students and ask them to re-read the book and look for their part of a procedure or recount. Allow each pair to share the part they chose and to explain why they selected it.
- Involve students in rewriting the *Getting Ready to Ride* chapter of the text as a formal procedure. Discuss what the goal of the procedure might be, what materials are needed and then each step of the procedure. Make a published copy for students to help illustrate.
- Talk with students about why we have road rules and why they are important to obey. In small groups, have students choose one of the rules from the book or another road safety rule that they are familiar with and act it out. The remaining students must try to guess which rule is being portrayed. Talk about the reasons for each rule.

## Learning Intentions

- We are learning to identify and use the features of a non-fiction text.
- We are learning to identify how authors add details to texts.

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## Success Criteria

- I can identify and describe how to use the table of contents, chapter headings and image labels in a book.
- I can recognise and find words in the glossary.
- I can find adverbs ending in 'ly' and describe how they add meaning to the text.

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## Guided Reading Notes

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