

Round and round

PM Level 2

Magenta

Text Type Information Report

Running Words 72



Preparing for Guided Reading

Orientation to the Text

- As an introduction to this lesson, ask each student to bring a toy vehicle to school. Allow them hands-on experience with the movement of the wheels. Write the words *wheels* and *round* on the whiteboard. Study their visual patterns and sounds. Use the phrase *round and round* when describing the movement of the wheels. Have students turn their vehicles upside down and spin the wheels saying, *The wheels on my car go round and round*.

Prior Knowledge

- This is an early observational text which focuses on technology. The book looks at the circular wheel movement on a range of vehicles, as seen through the eyes of a young student.

Key Language Structures

- This book reinforces the use of the phrase *round and round*.

Building the Balanced Reader

Concepts About Print

- Ensure that the return-sweep procedure is secure.
- Study the concept and meaning of the phrase *round and round*.
- Make text and picture links.
- Focus on text changes.

Vocabulary

Key High-frequency Words

The, on, a, go, and, wheels, wheel

Content Words

car, wheelbarrow, bike, pushchair, tractor, truck, train

Decoding

- Locate some high-frequency words in the text.
- Recognise words with the support of meaning, language and structure.

Fluency and Phrasing

- Point and read at a consistent steady rate.
- Observe the purpose of commas and full stops by stopping for periods.

Focusing on the Book – Guided Reading

- Cover** Read the title with students, focusing on the visual pattern and sound of the word *round*. Talk about the types of vehicles in the photographs. Read the title page with students. Ask, *Why do you think the boy is holding his car upside down?*
- Pages 2–3** Read the text with students (the word *my* will not occur on the following pages).
- Pages 4–5** On page 4 only one wheel is shown. Ensure that students are pronouncing the singular form of the nouns and verbs correctly.
- Pages 6–16** The text pattern is consistent on these pages. Students whose early decoding skills are secure should be able to complete the book independently. Note the increase in the number of wheels on the vehicles (from page 5) shown progressively through the book.

Comprehension

- How many wheels does a wheelbarrow have? (*Literal*)
- If the wheels are little, do they still go round and round? (*Inferential*)
- What makes the wheels on a bike go round and round? (*Inferential*)

Follow-up Activities

- Set up a display featuring toy vehicles brought to school by students. Invite each student to write a caption to place beside their toy. Encourage them to use the vocabulary from the book.
- Have students paint a picture of their family car. Invite them to add the caption, *The wheels on my car go round and round*.

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Learning Intentions

- We are learning that when we read our voice needs to match the print.
- We are learning to use different strategies to help us to read unknown words.

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Success Criteria

- I can make return sweeps to read two or more lines.
- I can use the first letter of a word, as well as meaning, to help me to read some unknown words.

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Guided Reading Notes

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