

The go-karts

PM Level 2

Magenta

Text Type Repetitive

Running Words 39



Preparing for Guided Reading

Orientation to the Text

- Take students outside for a race. On returning to the classroom, discuss other races that students have participated in.

Prior Knowledge

- This book is about go-karts going around the track. Students should be familiar with colours.

Key Language Structures

- One sentence, return sweep. Five words.
- Adverb + verb + article + adjective + noun
Here + comes + the + red + go-kart.

Building the Balanced Reader

Concepts About Print

- Reinforce understanding about how to read return-sweep sentences.
- Notice the capital letter on the first word and the full stop after the last word.

Vocabulary

Key High-frequency Words

comes, Here, the, go-kart

Content Words

red, orange, yellow, green, blue, purple, white, winner

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

- Read the title of the book. Encourage students who have seen a go-kart race to talk about their experience. Discuss the cover and title-page illustrations. Talk about how the different colours and numbers identify each go-kart.
- Discuss each illustration before reading the text. Pause before reading each 'colour' word, so that students crosscheck the pictures with the visual cues from the text.

- Explain to students how the hyphen joins the two words *go* and *kart* together.

Comprehension

- Which go-kart was in front at the start of the race? (*Literal*)
- How do we know the yellow go-kart was the winner? (*Inferential*)

Follow-up Activities

- Give students a selection of construction materials, e.g. boxes, card, bottle tops, glue, acrylic paint, etc. Invite them to make a model of a go-kart.
- Take students outside again for another race. On returning to the classroom, make a class mural of the event. Add captions.
- Re-read *g* (PM Library Alphabet Starters). List words that begin with 'g' on a chart. Select students to trace over the *g* in each word to make it bold. Have students draw pictures of things that begin with 'g' for the chart.
- Write the words *come* and *comes* on cards. Ask students to make a copy of the words with playdough.

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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