

# How People Move Around

PM Levels 20/21

Purple

**Text Type** Information Report / Recount

**Running Words** 555



## Preparing for Guided Reading

### Orientation to the text

- Involve students in a lively, informative discussion about the ways in which people move. Write their ideas on a chart.

### Prior knowledge

- This text is about how and why people move about in different ways at different stages of their lives.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*balance, believe, dance, different, enjoy, float, speedo, straight*

#### Content Words

*adults, basketball, breathe, machines, motorboat, Newborn, oceans, ramps, sidewalk, skateboard, surface, travel, waterskiing, wheelchairs*

### Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Predict events and vocabulary in the non-fiction text, based on attention to Contents, photographs and other visual references. Provide support when necessary.

### Focusing on the story – guided reading

- Discuss the four ages of movement. Notice how the events have been ordered on a pictorial time line. Direct students' attention to verbs that describe types of movement. Talk about machines that help people to move around.
- Identify key words in the text that draw the reader's attention to change. Turn to the glossary on p. 24. Read and discuss the meanings of *muscle* and *balance*. Remind students that most animals use both their muscles and bones when moving around. Talk about what muscles and bones look like, and how they help movement. Inform students that muscles grow stronger with use.
- Talk about how practising new skills will strengthen muscles and improve competency. Name games that can be played individually or with others, e.g. hopscotch. Read and discuss the *Did you know?* statement. Talk about dance as another form of movement.

- Reinforce the use of muscles when riding a bike or horse. Turn to the glossary on p. 24. Read and discuss the meanings of *BMX* and *motor*. Point out that people in wheelchairs often develop very strong arm muscles. Talk about the independent movement achieved by many people in wheelchairs. Read and discuss the *Did you know?* statements. Discuss the co-operation required between rider and horse.
- Study the photographs on pp. 16–17. Explain that the purpose of a recount is to describe a series of events in the order that they occurred. Compare features of this recount with a procedural text. Discuss the similarities and differences between skate boarding and using in-line skates. Reinforce students' understanding of personal safety. It is an important aspect of taking care of oneself, and students need to take increasing responsibility for it.
- Study the photographs on pp. 18–19. Encourage students who are familiar with water or snow skiing to share their experiences. Search the text for information that explains similarities and differences between the two forms of skiing.
- Talk about modern forms of transport that allow people to travel from place to place quickly and comfortably. Read and discuss the *Did you know?* statement.

### Comprehension

- What are two surfaces that people ski on? (*Literal*)
- What are two ways adults can move around, but children can't? (*Inferential*)
- Why are skate parks good places to learn to ski? (*Inferential*)

### Follow-up activities

- Help students complete a simple survey. Recall the purpose of a survey. Describe ways in which some surveys are conducted, i.e. by written or verbal questionnaires, by telephone, email, etc. Search the text for questions (about how people move) that would require the respondents to reply with a 'Yes' or 'No', e.g.  
*Have you played basketball?*  
*Have you water skied?*  
*Can you swim?*  
*Can you ride a horse?*  
*Can you do tricks on a skateboard?*

# How People Move Around

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## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, and affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, vocabulary, and attention to contents, photographs and other visual references.

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## Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, vocabulary and attention to contents, photographs and other visual forms.

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## Guided Reading Notes

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