

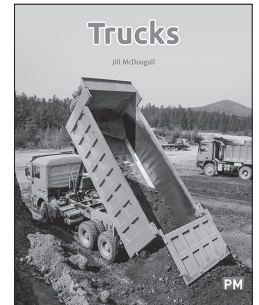
Trucks

PM Level 15

Orange

Text Type Information Report

Running Words 352



Preparing for Guided Reading

Prior Knowledge

- Explain the basic structure of an information report to students and the features they might expect to find in one, such as a table of contents and a glossary.
- Discuss different forms of transport and why people might choose to use them.

Orientation to the Text

- Some trucks are small and some trucks are big, but they can all be used to help us perform a range of tasks, from collecting the rubbish to moving a whole house.

Building the Balanced Reader

Vocabulary

Key Vocabulary

because, jobs, lift, need, pick, pull, small, These

Content Words

airport, bin, heavy, load, rescue, rubbish, runway, tip, tow, trailers, vehicles

Decoding

- When students come to an unknown word, prompt them to think about what would make sense and to look for familiar parts of the word.
- Practise breaking longer words, such as *vehicles*, into syllables and talk about the vowel sound in each part.
- Look at the word *trailers* on page 11 together. Ask, *What smaller words can you see within this word?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What questions do you have about trucks? What do you already know?*
- Read page 2 together. Ask, *Is there anything you are not sure about on this page? What are you wondering about?*
- Point out the word *Firefighters* on page 3. Explain that a compound word is made up of two smaller words. Ask, *What two smaller words make up this word? Can you find another compound word on this page?*

- Read pages 4–5. Together, find the compound words and discuss with students how the two smaller words contribute to the meaning of the larger word.
- Read the chapter *Small Trucks* together. Ask, *What questions do you have about rubbish trucks that haven't been answered in the book?*
- Continue to page 11. Say, *Use the word 'what' to ask a question about big trucks that is answered in the book.*
- Read the chapter heading *Rescue Trucks* on page 12. Ask, *What question do you want to ask about rescue trucks?*
- Read to page 15 and discuss whether or not students' questions were answered.
- Look at the glossary together and find each of the glossary words in the text.

Comprehension

- What is a road train? (*Literal*)
- How are rubbish trucks useful for families? (*Inferential*)
- What sort of truck would you like to drive? Why? (*Applied Knowledge*)

Follow-up Activities

- Make a list of all the compound words from the text and write the two words that they are made up of next to them. Invite students to add any other compound words they know to the list. Practise making silly sentences together, incorporating as many compound words as you can.
- Brainstorm all the questions that students still have about trucks. Conduct some research together to find the answers and compile them into a class book of interesting facts about trucks.
- Discuss different forms of transport. Conduct a survey about how students get to school and make a picture graph of the results. Talk about which are the most appropriate methods for getting to school and why. For example, most people live too close to school to catch a plane!

Trucks

Date _____

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Learning Intentions

- We are learning to make sure we understand what we read.
- We are learning to read compound words.

• _____

Success Criteria

- I can ask questions before, during and after reading to help me understand what I am reading about.
- I can identify compound words and break them into two smaller words.

• _____

Guided Reading Notes

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