

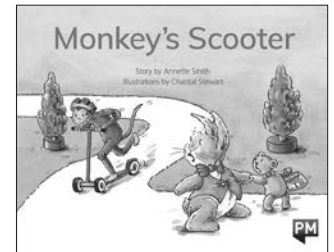
Monkey's Scooter

PM Level 3

Red

Text Type Narrative

Running Words 64



Preparing for Guided Reading

Prior Knowledge

- Students should understand what a scooter is and how it is used.
- Students may be familiar with Rabbit, Little Teddy and the mischievous Monkey from other stories in the PM series.

Orientation to the Text

- Monkey is going fast on his scooter; so fast that he frightens Little Teddy. How can Monkey make Little Teddy feel better?

Key Language Structures

- Simple sentences extend over two lines.
- Phrases with high-frequency words are repeated throughout the text to support fluency and comprehension – *Look at, on the path, Come here.*

Building the Balanced Reader

Concepts About Print

- Ask students to show you with their fingers which direction to read in and what happens when they reach the end of a line.

Vocabulary

Key High-frequency Words

at, Come, comes, is, Look, No, on, said, the, too

Content Words

Little Teddy, Monkey, path, Rabbit, scooter

Decoding

- Model for students how to blend sounds together in words such as *path* and *scooter*.
- Look at the word *happy* on page 16. Break it down into syllables by clapping, and ask students to find other two-syllable words on the page.

Fluency and Phrasing

- To help students with fluency and accuracy, talk about any difficult words on the page before asking students to read.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students to describe what they see and what they think will happen in the story.

- Read page 2 with students. Work together to break down the word *Rabbit* to make it easier to read. Ask, *Can you see a smaller word that you know at the end of this word?*
- Continue to page 5. Talk about who Rabbit and Little Teddy are and what students think they are like.
- Look at page 6. Read the words *Look* and *scooter* and discuss what sound the double 'o' makes in each.
- Read the text on page 8 and discuss what extra information the picture on page 9 provides.
- Look at page 10. Model reading the words in bold and have students practise emphasising them.
- Ask students to read page 12. Talk about how they read the word **Look**.
- Read to the end of the text together. Ask students to explain why Little Teddy was happy.

Comprehension

- Who was on the path when Monkey came on his scooter? (*Literal*)
- How did Monkey feel when he saw Little Teddy crying? (*Inferential*)

Follow-up Activities

- Look back through the book together and talk about the character of Monkey. List words that students use to describe Monkey. Write the sentence starter *Monkey is . . .* for students to finish, with support if needed, and have them draw a picture to match their description.
- Bring in a real scooter or look at a picture together. Discuss and label the parts, such as the wheels, the footboard and the handlebars.
- Ask students if anyone rode a scooter to school today. Discuss and record other methods they used to get to school, and line students up according to their mode of transport to make a human graph. Talk about the least and most popular ways of getting to school.
- Discuss what might have happened in the story if Rabbit hadn't moved Little Teddy off the path. Ask students what rules they need to know about when they are riding scooters or bicycles.

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Learning Intentions

- We are learning strategies to read unknown words.
- We are learning to use punctuation to help us read.

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Success Criteria

- I can break down words into smaller parts to make them easier to read.
- I can change the way I read when I see bold text.

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Guided Reading Notes

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