

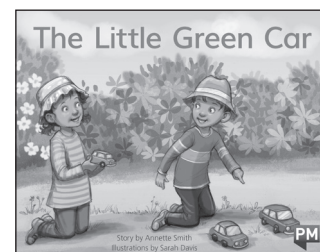
The Little Green Car

PM Level 6

Yellow

Text Type Narrative

Running Words 123



Preparing for Guided Reading

Prior Knowledge

- Students will need to know about playing a trick in a kind way. Playing a trick can be fun.

Orientation to the Text

- Sam and Rachel are playing with toy cars in the garden. Sam goes to find a box to make a garage for his cars. Rachel plays a trick on Sam by hiding one of his cars.

Key Language Structures

- This book features a lot of dialogue. The story is told through the conversation between Sam and Rachel. The illustrations also help to tell the story.
- The dialogue features short, simple statements: "My blue car can go here. And the red car can go here."

Building the Balanced Reader

Concepts About Print

- Encourage students to track the line breaks with their finger to ensure that meaning is maintained.
- Point out the speech marks and explain that this punctuation shows the words that are spoken by each character.

Vocabulary

Key High-frequency Words

back, came, his, it, will

Content Words

blue, car, garage, green, hide, red, safe

Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Look at the word *his* and *will*. Encourage students to sound the words out. Ask, *What sound does the letter i make in these words?*
- Change the onset to make a list of words that rhyme with *will*.

Fluency and Phrasing

- Read the text on page 4 to model fluent reading of dialogue. Have students take turns to read the dialogue with expression.
- Apply change in voice to reflect punctuation marks, especially question marks.

Focusing on the Book – Guided Reading

- Discuss the cover and title. Ask students to predict what the story might be about.
- Have students look through the pictures and tell the story in their own words. Encourage students to make predictions before they go from picture to picture.
- Read page 2 together. Ask, *Who do the toy cars belong to? How do you know?*
- Read page 4 and 6 together. Ask, *Was your prediction about who owned the cars correct? How do you know?*
- Encourage students to look carefully at the illustrations of Rachel on page 7. Her face shows that she is feeling mischievous. Look at the illustration on page 9. Ask, *How can you tell that Rachel is playing a fun trick on Sam?*
- Read the whole story together, encouraging students to respond to the intonation (structure) cues – darkened (bold) print, question and punctuation marks.

Comprehension

- Why did Sam get a big box? (*Literal*)
- Why did Rachel hide the little car in the leaves? (*Inferential*)

Follow-up Activities

- Recall the main events of the story. Make a sequenced wall chart for students to illustrate.
- Discuss alternate endings for the story from page 10. Write a wall story featuring an alternate ending.

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Date _____

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.
- _____

Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks and words printed in bold in the text.
- _____

Guided Reading Notes

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