

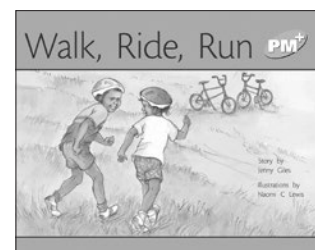
# Walk, Ride, Run

PM Level 6

Yellow

**Text Type** Narrative

**Running Words** 116



## Preparing for Guided Reading

### Orientation to the Text

- Take students outside to an area of the school grounds where they can play racing games. Start with a running race. Have students suggest other types of races, e.g. hopping, jumping, walking, skipping.

### Prior Knowledge

- Matthew and Emma are characters from PM books at levels 4 and 5. In this story, they are at the park with Mum when they decide to play a game that involves racing each other.

## Building the Balanced Reader

### Concepts About Print

- Talk about sentences – a capital letter to begin and a full stop at the end.
- Comma – revise the punctuation symbol, name and meaning.
- Discuss the sound: *ill* – *will*, *hill*, *Billy*.

### Vocabulary

#### Key High-frequency Words

*big, going, running, will*

#### Content Words

*walk, ride, race, bikes, shouted*

### Decoding

- Locate and read most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

### Focusing on the Book – Guided Reading

- Cover** Read the title to students. Study the illustration and establish the fact that Matthew and Emma are having a race. Read the title again on the title page and make links with the vignette of the bikes.

- Pages 2–5** Observe students' decoding strategies as they read these pages. Ensure that they realise there are three events in this race – walking, riding and running.
- Pages 6–7** Ask students to explain why Matthew and Emma told each other not to run.
- Pages 8–9** Before turning to the next page, predict what the children will do with their bikes.
- Pages 10–15** Talk about Emma's determination. She did not give up.
- Page 16** Discuss the fact that both children have won the race.

### Comprehension

- What were the three parts of the twins' race? (*Literal*)
- Why did the twins say “No running ...”? (*Inferential*)
- Why did Matthew say that he would win the race? (*Inferential*)

### Follow-up Activities

- Write a new ending to the story. Read *Walk, Ride, Run* to the end of page 11 and then discuss alternative solutions. Encourage students to choose the best solution. Write the ending together, with the teacher acting as scribe.
- Make a large wall chart of different types of races that students could do.
- Show students how to make a simple board game that involves a race. Draw a track on a long piece of card. Mark ten even spaces along the track. Identify the start and the finish. Use small toys as counters. Roll a die for each turn.

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## Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to remember information to help us understand what we are reading.

• \_\_\_\_\_

## 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 can sequence the beginning, middle and end events to retell the story.

• \_\_\_\_\_

## Guided Reading Notes

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