

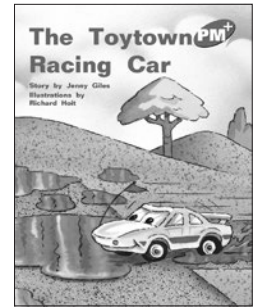
# The Toytown Racing Car

PM Level 11

Blue

**Text Type** Narrative

**Running Words** 188



## Preparing for Guided Reading

### Orientation to the Text

- Re-read other stories from the Toytown series. Discuss the helpful tasks that these vehicles become involved in.

### Prior Knowledge

- This is another story about the animated Toytown vehicles. The tow truck is not pleased when a racing car splashes it with mud. Soon the racing car becomes stuck in the mud. Should the tow truck help it?

### Key Language Structures

- Adjectives add meaning to the nouns in the text, e.g. *new racing car, muddy puddle, good fun.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*muddy, over, sorry*

#### Content Words

*garage, laughed, muddy, puddles, sorry, stuck*

### Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by re-reading a word/sentence.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation mark, e.g. the different pause for a full stop compared to a comma.

### Focusing on the Book – Guided Reading

- Read the title together. Predict what the story may be about.
- Notice how clean the tow truck is.
- Discuss the dangers of a wet road. Observe where the tow truck has moved to. Will the muddy puddle cause a problem?
- Compare the facial expressions of the racing car and the tow truck.

- Model the way in which the racing car mournfully asks for help. Ask, *Should the tow truck help?*
- Discuss what is happening on pp. 10–11.
- Model the way in which the racing car now pleads for help.
- Discuss the satisfactory ending.
- Point out how the racing car's behaviour affected the other vehicles. Talk about the fact that the racing car was having fun, but wasn't thinking about how his actions might affect others. Focus on the tow truck's reluctance to help him at first and how the situation resolved in the end.
- Discuss irregular verb changes: *come, coming, came.*
- Exclamation mark – revise the punctuation symbol, name and meaning.
- Discuss words ending with *ck*: *truck, back, stuck.*
- Revisit words that end with *y*: *muddy.*

### Comprehension

- What did the helicopter see coming down the road? (*Literal*)
- What happened to the racing car because he went too fast? (*Inferential*)
- How did the other vehicles help the racing car in the end? (*Inferential*)

### Follow-up Activities

- Re-read *The Toytown Racing Car* to the end of p. 11. Discuss alternative solutions. Write each solution onto a sheet of paper. Invite them to compare their own endings to the story with the one in the book.
- As this is the final book in this series, have students make a large wall chart featuring their favourite Toytown vehicles. Encourage them to give reasons for their choices. Add these as captions.
- Role-play the story with actions and dialogue. Talk about how students will need to change the tone of their voices as they portray the animated vehicles at different stages in the story.

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## Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.

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## Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and re-read a word/sentence again to problem solve or confirm the text.

• \_\_\_\_\_

## Guided Reading Notes

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