

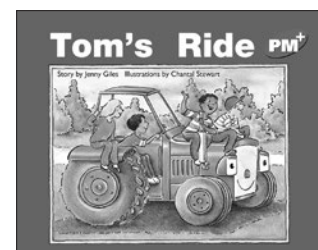
Tom's Ride

PM Level 11

Blue

Text Type Narrative

Running Words 186



Preparing for Guided Reading

Orientation to the Text

- Re-read *Chug the tractor* (PM level 10). Discuss the pretend games that children might play on this tractor now that it is at the park.

Prior Knowledge

- Tom is confined to a wheelchair. He is sometimes unhappy when he sees others doing things he cannot. He enjoys the chance to be 'in charge' when he takes his friends for a pretend ride on a tractor.

Key Language Structures

- Adjectives add meaning to the nouns in the text, e.g. *book shop, new tractor*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

children, Chug, take

Content Words

reading, tractor, word

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

- Link the illustration with the title.
- Introduce Tom and his dad. Observe that Tom likes to be independent and is attempting to push himself. Establish his love of books.
- Ask, *Why doesn't Tom want to go to the park?*
- Discuss why Tom is able to play on the tractor.

- Confirm Tom's ability to read. Reinforce the meaning of bold print.
- Observe how Tom is now 'in charge'. Have students read these pages with fluency and phrasing.
- Discuss the change in Tom's attitude from when he entered the park.
- Revise the digraph *ch* as in *Chug*, and the blends *tr* and *pl* (**PM Library Alphabet Blends**).
- Reinforce voice intonation when reading bold print.
- Revise the name and purpose of the comma and speech marks.

Comprehension

- Where did Tom's dad want to take him at the beginning? (*Literal*)
- How was Tom able to join his friends? (*Inferential*)
- How did Tom feel about playing with his friends on the tractor? (*Inferential*)

Follow-up Activities

- Look closely at the text in *Tom's Ride*. Identify how speech marks are used to show text when it is spoken. Referring to the book, have students write a dialogue (in speech bubbles) between two of the characters.
- Re-read pp. 8–9 to find out what Jamie said when she praised Tom's reading ability. Encourage students to use a similar language structure to praise the abilities of students in the class. Have them write their comments on cards. Place the cards around the classroom for everyone to read.
- Invite students to make models of Chug from clay. Encourage them to look carefully at the illustrations in the book. When dry, the models can be painted with acrylic paints.

Tom's Ride

Date _____

PM Level 11

Blue

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.

• _____

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