

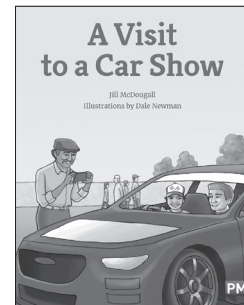
A Visit to a Car Show

PM Level 19

Purple

Text Type Imaginative Recount

Running Words 471



Preparing for Guided Reading

Prior Knowledge

- Students should have a basic knowledge of different types of cars and their features, and of what a car show is.
- Introduce the text as an imaginative recount. Discuss how the story could have happened in real life, but the author has made it up.

Orientation to the Text

- On a visit to a car show with his grandpa, a young boy is excited to see a range of cars, from an old Model T Ford to an electric car. He is even more excited when he gets to meet his hero, racing-car driver Erik Jansen.

Building the Balanced Reader

Vocabulary

Key Vocabulary

able, arrived, bright, distance, excited, exciting, few, huge, really, sped, use, visit, weekend

Content Words

battery, bonnet, colours, electricity, engine, flames, hot rods, Model T Ford, motor, petrol

Decoding

- Support students to break longer words into syllables and discuss the vowel sound in each syllable.
- Stop and ask students to retell at regular intervals what they have just read in their own words. Guide them to re-read and monitor for accuracy if they are not able to retell a section of the story.
- Look at the word *electricity* on page 10 together. Ask, *Can you find the related word on the same page? How are the two words related?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Talk about different kinds of shows that people go to, such as art shows. Ask, *Have you ever been to a show like this? What did you see there?*
- Read pages 2–3 together. Ask, *When did the boy and his grandpa go to the car show? Point to the words that tell you this.*
- Continue to page 5. Ask, *What did the boy and his grandpa do first? How do you know?* Talk about the role of time phrases in sequencing events with students.

- Review the information about hot rods on pages 6–7 with students. Ask, *What does the author want us to know on these pages? Did you learn anything new?*
- Read about the electric car on pages 10–11 with students. Ask, *What time phrase has the author used to show us in what order this event happened? Which parts of the text has the author made up? Which parts are true?*
- Continue to page 13. Talk about the different reasons authors write texts. Ask, *Do you think the author is trying to entertain, inform, persuade or explain on these pages? What makes you say that?*
- Read to the end of the text and discuss the dual purposes of entertaining and informing. Ask, *What did you learn from the story? What did you enjoy?*
- Re-read the text together, asking students to find all the time phrases as you go.

Comprehension

- What type of car had a very quiet engine? (*Literal*)
- What do you think Grandpa thought of the car show? (*Inferential*)
- What sort of people would enjoy a car show? (*Applied Knowledge*)

Follow-up Activities

- Brainstorm all the different parts of a car that students know. Display a large picture of a car and use your list to label as many of the parts as you can together. Extend students' vocabulary by introducing some terms that they are not familiar with.
- Discuss what you might include in an imaginative recount about a day at school. Talk about the difference between things that *could* happen, such as a fire drill, and things that *could not* happen, such as children flying away on the class mat. Invite students to suggest who you might write a school imaginative recount for and what you would want the reader to know.
- Ask students to think about a sportsperson or other role model who they admire. In pairs, have students share who their hero is and why they look up to him or her. Students should then write a short description of their chosen person, together with some questions they would ask if they got to meet them.

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Learning Intentions

- We are learning to identify why the author wrote the book.
- We are learning to identify time phrases used to sequence events.

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Success Criteria

- I can explain whether the author wanted to entertain, inform, explain or persuade in the book.
- I can discuss why the author chose an imaginative recount.
- I can find phrases describing the order of events, such as *Last weekend* and *After lunch*.

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Guided Reading Notes

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