

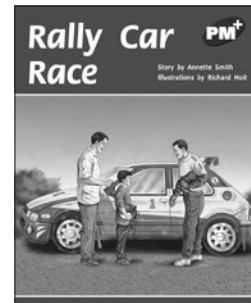
# Rally Car Race

PM Level 19

Purple

**Text Type** Narrative

**Running Words** 479



## Preparing for Guided Reading

### Orientation to the text

- Discuss the meaning of *rally*, i.e. a get together. Motivate interest by sharing a book about rally-car racing.

### Prior knowledge

- Zac loves watching rally cars on TV. He is delighted when someone who owns a real rally car moves in next door. However, it is not until Zac's dad lends a helping hand that Zac's interest is acknowledged and rewarded.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*bright, finished, underneath, weekend*

#### Content Words

*clipped, co-driver, distance, sideline, winding*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

### Focusing on the story – guided reading

- Study the illustrations on the cover and title page. Discuss features of rally car racing, e.g. special tyres that grip even when cars are driven at great speeds, reinforced helmets, engines tuned to mechanical excellence, co-drivers, etc. Explain that this is an exciting and expensive sport.
- Talk about keeping expensive items safe. Recall what is meant by *special tyres*.
- Discuss the new neighbour's unfriendly attitude.
- Talk about what *getting the rally cars ready* means. Observe the winding road. Point out that the man is not allowed to drive without his helmet. Discuss Dad's willingness to help even though the man had been unfriendly.

- Study the illustrations on pp. 10–13. Identify the barrier – there to ensure spectators keep away from the track.
- Discuss reasons for the man's changed attitude.
- Revise ordinal names: *first, second, third*, etc.
- Talk about how new words can be built from root words, e.g. *forget, forgot, forgotten; drive, driver, co-driver*.
- Recognise compound words used in the text, e.g. *weekend, sideline, underneath*.

### Comprehension

- What did the new neighbour forget to take to the race? (*Literal*)
- Why couldn't Mark race without his helmet? (*Inferential*)
- Why was there a cloud of dust on the race track? (*Inferential*)

### Follow-up activities

- Re-read *The Race to Green End* (PM level 18) with the class. Have students play the board game on pp. 8–9 by following the written instructions. As a paired activity, have students make their own board games about a rally car race. Ask them to write *Take a card* on some spaces. Demonstrate how to write instructions (on cards) for players to follow as they play the game.
- Write a simple book review about the story.

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Date \_\_\_\_\_

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## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, scanning across words and affixes to decode the text.
- We are learning to make predictions about the text and to integrate our knowledge of reading skills and strategies to derive greater meaning from the text.
- \_\_\_\_\_

## Success Criteria

- I can use my knowledge of high-frequency words, phonics, scanning across words and affixes to assist me in decoding the text.
- I can predict events in the text and use my knowledge of various reading skills and strategies to improve my understanding of the text.
- \_\_\_\_\_

## Guided Reading Notes

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