

Large Trucks

PM Level 21

Gold

Text Type Information Report (Informative)

Running Words 603



Preparing for Guided Reading

Prior knowledge

- Have students share their prior knowledge of trucks, and the sorts of goods that they move from place to place.

Orientation to the text

- In this book, the reader learns about a range of trucks, including semi-trailers and tankers, as well as some of the challenges faced by truck drivers.

Building the Balanced Reader

Vocabulary

Key vocabulary

trucks, powerful, country, transport, driving, supermarkets, ground, roads, tanks, lights, important

Content words

engines, loads, licence, vehicles, several, highways, semi-trailers, tailgate, hoist, trailers, tankers, oversize, pilot

Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by analysing context and drawing meaning from photos. Provide support and encouragement when necessary.

Focusing on the book – guided reading

- Ask students to imagine what would happen in their own towns and cities if there were no trucks to transport goods from place to place.
- Have students consider the skills a truck driver would need to have, beyond the skills needed by drivers of smaller vehicles.
- Ask students how they would feel about using a sleeper cab if they were a truck driver.
- Talk about why semi-trailers are particularly good for transporting long items like pipes.

- Have students look at the photo on pp. 10–11 and offer thoughts about what the truck driver would need to check before tipping out this kind of load.
- Discuss why a “B-double” or a “B-triple” trailer couldn’t be driven on a narrow or winding road.
- Talk to students about the special precautions that would need to be taken when an oversize load is being carried on a truck.
- Ask, *Why would pilot vehicles with flashing lights need to travel along with a truck carrying a particularly big oversize load?*
- Have students share thoughts about the kinds of materials that dump trucks might move from place to place. Ask, *Why do you think dump trucks are banned from driving on public roads and highways?*
- Have students scan the text for the adjectives that the author uses to describe the size of the different types of trucks and the items they carry, e.g. *powerful, big, large*.

Comprehension

- Why do drivers of large trucks need a special licence? (*Literal*)
- Why do pilot vehicles and police cars need flashing lights? (*Inferential*)
- Why do some trucks pull more than one trailer? (*Applied Knowledge*)

Follow-up activities

- Direct students to draw the truck on p. 11, adding labels for other parts of the truck that they recognise, such as wheels and windscreen.
- Have students imagine they are a truck driver, and consider the things they would take if they knew they were going to have to sleep in their truck on a long journey. Have them make a list of the items they would pack.
- Knowing that truck drivers spend a lot of time sitting down, have students suggest ways that drivers could ensure they stay healthy, e.g. bringing healthy food, stopping regularly to stretch and go for short walks. Have students present one of these ideas in diagram format.

Large Trucks

Date _____

PM Level 21

Gold

Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables and affixes, and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge and vocabulary in the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge and vocabulary.
- _____

Guided Reading Notes

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