

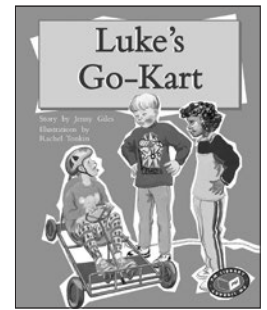
# Luke's Go-Kart

PM Level 21

Gold

**Text Type** Narrative

**Running Words** 651



## Preparing for Guided Reading

### Orientation to the text

- Discuss and list a variety of common machines that have motors, e.g. cooling fans, vehicles, microwaves, etc. Make a class wall chart entitled 'Machines with motors' using pictures cut from magazines. Add labels.

### Prior knowledge

- Luke's class is learning about motors and engines. Luke informs his class that he has a go-kart with a motor. It is decided that he should bring it to the School Fair for students to ride on. However, disaster strikes. The motor won't start!

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*begged, grinned, gripped, listened, replied, silent, wandered, we're*

#### Content Words

*accelerator, cord, machines, motor, pedal, steering, washing, whirred, wrong*

### 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 predicting the behaviour of the characters and possible resolutions to the complication in the text. Provide support and encouragement when necessary.

### Focusing on the story – guided reading

- Study the cover illustration. Identify the character Luke from previous PM Story Books — *Roller Blades for Luke* (Orange Level), *Bird's Eye View* (Turquoise Level) and *The Roller Blade Run* (Purple Level). Discuss the activities that Luke enjoys.
- Compare the pictures in the illustration to those identified by the class in 'Orientation to the text'. Which machines did they include/exclude?
- Read the text on pp. 4–5. Discuss the looks on the children's faces. Why do they look so excited and interested?

- Talk about the upcoming School Fair. Ensure that all students have a clear understanding of what a school fair is.
- Read the text on pp. 8–9. Identify the main parts of Luke's go-kart as featured on p. 8. Examine the illustration carefully.
- Talk about Luke's embarrassment. Why does he beg his father to try again? Discuss the illustration on p. 12 and read the text.
- Comment on the obvious enjoyment felt by Luke and his friends when the go-kart starts. How is Luke feeling now?
- Identify words in the text that begin sentences that ask a question, e.g. *Have? Can? What's? Who?* Write sentences about the text starting with these words.
- Locate and revise the use of the ellipsis on p. 9. Explain that this form of punctuation is used to indicate a longer pause in a sentence.

### Comprehension

- Which machines with a motor did the children in the story have at home? (*Literal*)
- Why does Dad hold on to the go-kart with a rope? (*Inferential*)
- Why did it take so many attempts to get the go-kart to start? (*Applied Knowledge*)

### Follow-up activities

- Ask students to make a list of stalls commonly held at school fairs. Discuss how they may have been involved with the organisation of a stall.
- Encourage students to talk about go-karts or motorbikes they have ridden. Discuss the safety considerations when riding machines.

## 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, vocabulary in the text, and likely solutions to the problem encountered by the characters.
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## 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, vocabulary and possible solutions to the problem presented in the text.
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## Guided Reading Notes

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