

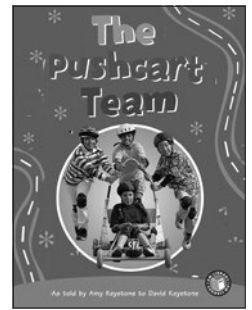
The Pushcart Team

PM Level 25

Emerald

Text Type Recount

Running Words 1449



Preparing for Guided Reading

Orientation to the text

- Amy, Tina, Mansor and Ming-En ask Amy's father for advice about building a pushcart. They decide on a design and discuss the structure of the pushcart with Amy's dad. They collect all the materials, parts and tools that they will need, and start the building process. Soon, the job is finished, but they still haven't found a name for the pushcart. They make a list of safety gear that will be needed for training. The team meets to practise and watch some of the other teams. They finally make a decision about the name of the pushcart – Team Spirit.

Prior knowledge

- Read the title and ask students to suggest another name for a pushcart, the steps needed to construct a pushcart, and the kinds of materials that could be used. Encourage discussion about students' experiences with pushcarts.

Building the Balanced Reader

Grammatical conventions

- Adverbs add meaning to the verbs in the text, e.g. *easily, nervously, smoothly, safely*. Note that many adverbs end in *-ly*.
- Discuss the author's use of various types of sentences and their associated punctuation, e.g. *The practice went really well. Are you all right? Try out the brake!*
- Revise the use of an apostrophe to indicate possession, e.g. *Ming-En's drawing, bird's eye view, teams' vehicles, my body's way*.

Vocabulary

Key vocabulary

advice, asphalt, bicycle, confusing, design, discovered, discuss, friction, impressed, model, separate, structure, sturdy, swerved, triangular

Spelling

- Locate words that have a prefix or suffix to change the meaning of the root word, e.g. *boldness, fearlessness, triangular, tubing*.

Visual Literacy

- Discuss why some parts of the text have photographs and other parts have illustrations.

- Note the diary format of the text. Visual information includes the weeks and the days of the week.
- Discuss the illustrations of the materials required to build the pushcart, the safety equipment the children will need and the images that represent the possible names for the cart.

Focusing on the story – guided reading

- Direct students to read silently to the end of p. 11. Ask, *Who are the people involved in the construction of the pushcart?* How has each one become involved? What skills or help does each person offer?
- Ask students to suggest the different parts of a pushcart. Compile a class list. Turn to p. 13 and look at the parts of the pushcart. Compare this to students' suggestions.
- Direct students to read silently to the end of p. 20. Ask them to list the safety gear and tools they need to complete the pushcart. Talk about the three places that were suggested for practice sessions with the pushcart. Where were these places and why was each suggested?
- Discuss how the information on pp. 4–5 is different from the other pages. How are the illustrations used to show information?
- Draw students' attention to the need to set the scene for the diary.
- Focus on the use of diagrams and the perspective. Introduce the term *bird's eye view*.
- Ask how the author has provided factual information and why is it presented in this way.

Comprehension

- What was the first part of the pushcart to be built? (*Literal*)
- Why would they have suggested the names listed on p. 16? (*Inferential*)
- What questions would you ask Dad and Mrs Walipoor about building a pushcart? (*Applied Knowledge*)

Follow-up activities

- Have students create a model drawing of a pushcart they would like to build. Include a list of materials needed to complete the project and suggest a name for the vehicle.
- Allow students to write the next chapter in the text, explaining the events that took place on race day.

Learning Intentions

- We are learning to understand how the index and contents help to make information easier to locate in a non-fiction text.
- We are learning to identify typical structural and language features of a range of text types.

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Success Criteria

- I can use the contents or index to locate specific information in the text.
- I can identify different text types by referring to their structure and language features.

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Guided Reading Notes

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