

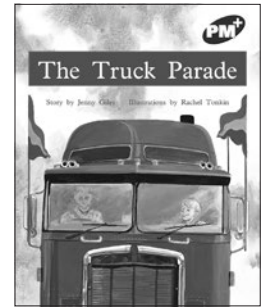
The Truck Parade

PM Level 20

Purple

Text Type Narrative

Running Words 463



Preparing for Guided Reading

Orientation to the text

- Re-read *Big Machines On the Road* (PM level 18/19). Study the photographs of the large trucks and discuss their features.

Prior knowledge

- The fascination of large vehicles captures the interest of many students. In this story, Luke (who was first met in **PM Library**) helps his dad prepare their new truck for a truck parade.

Building the Balanced Reader

Vocabulary

Key vocabulary

bright, brightest, disappointed, face, groaned

Content Words

depot, fine, grinned, happened, moment, office, officer, parade, police, roadworks, shiniest, showgrounds

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.
- 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

- Read the title and discuss the cover and title page illustrations.
- Discuss the meaning of 'depot'. Point out that Dad's truck is the only one at the depot. Where might the other trucks be?
- Talk about why the show grounds are a suitable place for starting the parade. Discuss the term *cab*.
- Notice how different Dad's truck looks from the previous scene. Talk about the meaning of *road works*. Read *twice* with appropriate intonation. Ensure that students understand its meaning and why it has been emphasised.

- Point out that the cab is high off the ground. Discuss how this will influence what Luke can see. Observe Luke's body language. Notice the trucks moving along the road. Ask, *How could Dad's truck still take part in the parade?*
- Discuss the helping role of the police and officials during a parade. The satisfactory conclusion to the story reinforces Luke's pride in his dad's new truck.
- Revise letter clusters: *might, bright; join, disappointed*.
- Revise and expand the contractions *we've, we'll* and *you've*.
- Revise the superlative form of some adjectives, e.g. *brightest, shiniest*.
- Discuss compound words: *supermarket, roadworks*.
- Revise substitution of final consonants, e.g. *load, loan, loaf; grin, grip, grim; fine, fire*.
- Use dictionaries to find the meanings of *office* and *officer*. Write both words in sentences to reinforce their different meanings.

Comprehension

- Why was Luke helping his Dad to clean the truck? (*Literal*)
- Why did Bill help Luke and Dad wash their truck? (*Inferential*)
- Why did Dad say their truck was *twice* as bright and shiny as all the others? (*Inferential*)

Follow-up activities

- Retell the story as an enlarged wall story. Encourage students to work co-operatively as they make decisions about the text and illustrations.
- Have students make detailed observational drawings of large trucks.
- Invite students to retell the story from Luke's point of view. Demonstrate how to write in first person and past tense.

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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 to integrate reading skills and strategies to derive greater meaning from 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 use various reading skills and strategies to improve my understanding of the text.
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Guided Reading Notes

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