

# Way to Go!



**Word Count:** 210    **Text Type:** Information Report

**High-Frequency Word Focus:** fast, going, walk

**Content Words:** bike, camels, cars, electric, machines, mini-sub, moving, parking, planes, sea, snowmobiles, space, spaceships, steam, trains, trucks

**Language Features:** (punctuation, vocabulary, sound and letter knowledge) abbreviations; phoneme substitution

## LITERACY

**Interacting with others:** engage in conversations and discussions; use interaction skills

**Interpreting, analysing, evaluating:** identify some differences between informative and imaginative texts; read texts using a variety of developing skills; use comprehension strategies to build meaning

**Creating texts:** create short text that shows emerging use of structure, grammar, punctuation and word skills; write using unjoined lower case and upper case letters; construct texts using software

## LANGUAGE

**Text structure and organisation:** understand concepts about print and screen – digital texts; understand text purpose shapes the structure

**Expressing and developing ideas:** discuss how images contribute to meaning; understand the use of vocabulary; write high-frequency words

**Sound and letter knowledge:** manipulate sounds in spoken words; recognise sound/letter matches

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

## GETTING STARTED LISTENING, SPEAKING, VIEWING

**Activating prior knowledge:** Ask students to list all the forms of transport they know. Group these according to size, and mark any that require motors.

**Encouraging prediction:** Using the interactive digital book, or the printed version, read the title to students. Have them identify the mode of transport shown in the cover photograph. Ask them to look at the photographs as you move through the book and use them to predict what the book might be about. Read the headings on the contents page to help confirm students' predictions.

**Outlining focuses:** Remind students that every book has features the author includes to make it interesting and purposeful. Explain that as well as reading about different modes of transport, they will be talking about abbreviations and word families.

## DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

### ■ Literacy

**Modelling:** Return students' attention to the start of the book, then read the text to students. Use appropriate expression, pause to clarify unfamiliar words where necessary, and point out details in the photographs, such as the old and new trains on page 15.

**Guiding:** Using a positive and encouraging tone, invite students to read from their books. Remind them to keep in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues, knowledge of letter/sound patterns, and rereading. Allow appropriate "wait time" and provide positive

feedback to students when they use learned reading strategies to make meaning from words, sentences, and the whole text (the main aim of guided reading).

**Interacting, interpreting, analysing, and evaluating:** At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text by discussing the forms of transport compared on each page. Ask students which form of transport in the book is different from the others (*the camels*) and what makes it different. Remind them of the difference between imaginary and informative texts, and ask which they think this book is and why.

## ■ Language

**Text structure and organisation:** If you are using the digital book, invite students to take turns to operate it for the following activities. Ask students why they think the author wrote the book, and why he presented the information under different headings.

**Expressing and developing ideas:** Discuss the images in the book, asking students how both the photographs and the text helped them learn about different modes of transport.

Explain that abbreviations help us by shortening words, making them easier and quicker to say. Ask students to read page 10 and find the example of abbreviation (*mini-sub*s). Explain that this is an example of two abbreviations in one, and ask what these abbreviations stand for (*miniature* and *submarines*). Write a list of abbreviations and the words they stand for on the board.

**Sound and letter knowledge:** Draw students' attention to the word *light* on page 8. Have students discuss the letters and sounds that make up this word. Ask them to substitute the *l* for other letters to make new words (for example, *fight*, *might*, *sight*, *tight*). Repeat this exercise with the words *cold* (*bold*, *fold*, *hold*, *sold*, *told*) and *walk* (*talk*, *chalk*) on page 12. Have students suggest other words to which this same process can be applied.

## PUTTING THE LEARNING INTO PRACTICE

### READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

**Small group/independent activities:** Have students reread the text independently, then proceed to the following activities. Where facilities allow, students could complete some activities using computers. Prior to any writing/drawing activities, encourage students to sit comfortably and hold their pencils correctly. Remind them of the importance of rereading and editing their work.

- Ask students to complete the *Way to Go!* worksheets. Encourage them to work independently, but assist as required.
- Have students complete the self-recording in the interactive digital book. They can practise reading the book through, then record and save their reading.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Have students note the pairs of opposites in the table of contents and write them in a list. Brainstorm further examples of opposites and add them to the list.
- Have students choose three pairs of opposites from their list and write each pair of words in a sentence.
- Have students write the heading *Going by Wheels* at the top of a sheet of paper. Ask them to use the text, other books, and their own knowledge to write the names of as many vehicles or toys with wheels as they can think of. Students could illustrate their list. If facilities allow, students could complete this activity on computer.

**Assessment:** When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name \_\_\_\_\_

**10d – Way to Go!**

1. Add these letters to make new words.

tr            p            m            dr            r

\_\_\_\_\_ain    \_\_\_\_\_ain    \_\_\_\_\_ain    \_\_\_\_\_ain    \_\_\_\_\_ain

tr            b            m            s

\_\_\_\_\_eat    \_\_\_\_\_eat    \_\_\_\_\_eat    \_\_\_\_\_eat

t            b            s

\_\_\_\_\_een    \_\_\_\_\_een    \_\_\_\_\_een



2. We use abbreviations for these words.

What are the abbreviations? Write them in the spaces.

telephone        =        \_\_\_\_\_

aeroplane        =        \_\_\_\_\_

bicycle            =        \_\_\_\_\_

photograph      =        \_\_\_\_\_

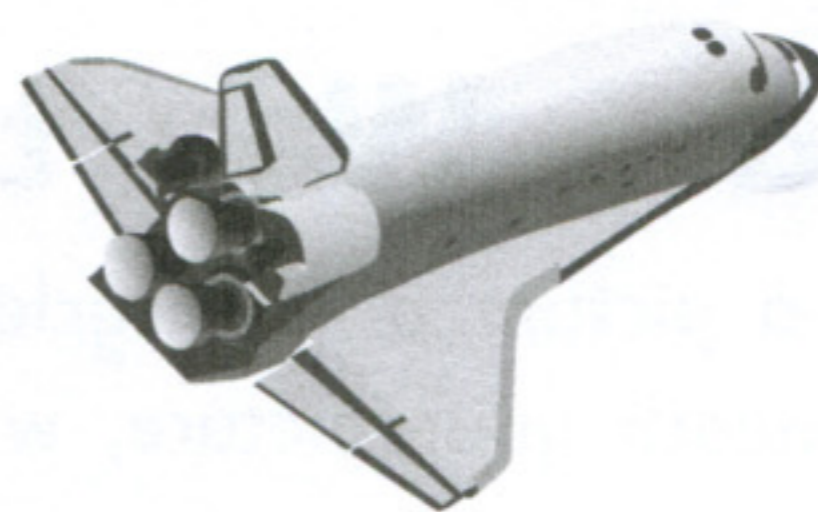
television        =        \_\_\_\_\_



Name \_\_\_\_\_

# 10d – Way to Go!

Read the sentences and draw the pictures.



You can walk to school.

You can fly in a spaceship.

You can ride in a truck.

You can ride a camel.

Name \_\_\_\_\_

# 10d – Way to Go!

Draw a picture of a bicycle.

Underneath your picture, write how a bicycle works.



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