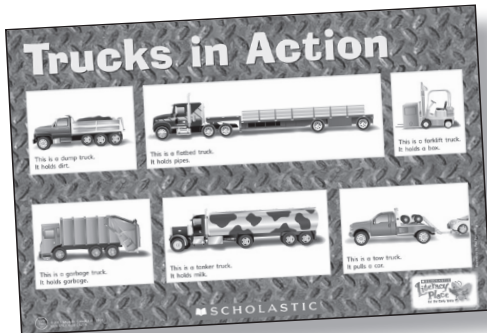


Trucks in Action



Word Count: 50
High-Frequency Words:
a, is, it, this

Text Type: Non-fiction: Description — Placemat

Guided Reading Level: D

Summary: This placemat shows six different trucks and the work each truck does.

Text Supports

- ▶ illustrations support the text
- ▶ repeated language patterns written in simple sentences
- ▶ consistent placement of text under illustration
- ▶ capitals and periods

Possible Text Challenges

- ▶ knowing where to begin reading
- ▶ change of verb in last sentence: holds/pulls
- ▶ analysis of text and illustration necessary to make inferences about second line
- ▶ word recognition, e.g., *flatbed, dump, forklift, garbage, tanker, tow, dirt, pipes, box, action, holds, pulls*

Reading Strategies

Comprehension

- ▶ making connections/evaluating

Working with Words

- ▶ using picture cues to support word recognition
- ▶ using beginning sounds to read unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ relate the text to background knowledge
- ▶ form an opinion and evaluate to gain meaning from text
- ▶ use picture cues to work out words
- ▶ use beginning sounds to read unfamiliar words
- ▶ recognize predictable language patterns

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Grade One Reading Guide.



BEFORE READING

Making connections

Activating and Building Background Knowledge

- ▶ Ask students if they have ever used a placemat at home or at a restaurant

Why do people use placemats?

Making connections/
inferring

- ▶ Show students the *Trucks in Action* placemat and read the title. Discuss what 'action' means and what they see on the placemat.

What does action mean? Are these trucks moving? Working? Have you seen any trucks like these? Where? What were they doing? What is the author showing us?

Making connections/
inferring

- ▶ Discuss the differences between fiction (tells a story) and non-fiction (provides information or facts).

When you look at this placemat, do you think it will be telling us a story or giving us facts? Why?

ELL Note:

When discussing and comparing fiction versus non-fiction, have samples of children's storybooks as well as newspapers and children's magazines. Read sentences and headlines from each to provide concrete examples of fiction and non-fiction.

Self-monitoring/making
connections/analyzing

Discussing Supports and Challenges

- ▶ Discuss where to start reading a non-fiction text.

When we have a page like this, we can start reading any of the boxes. We do not have to start at the top left and go across, but we could. Which box would you like to start with?

Word solving and building

- ▶ Have students find the chosen box, for example, garbage truck. Help students recognize the key word 'garbage' by placing a finger under the second-last word in the first sentence.

Can you find this word somewhere else on the page? What is the word? What kind of truck is this? What letter (sound) does 'garbage' start with? Which word in the sentence says 'garbage?' Let's read this sentence together. What does a garbage truck hold? What is the first letter in 'holds?' Let's read the second sentence together.

Visual literacy/word solving
and building

- ▶ Explain that the illustrations in the text boxes support the patterned text.

In each box we have a sentence that follows a pattern. The first sentence tells us the type of truck (garbage) and the second sentence tells us what it holds (garbage). Knowing this will help you read the other boxes about other trucks. However, be careful with the last text box as there is a change in the action word.

Visual literacy/infering

- ▶ Direct students' attention to the illustrations and their importance to understanding the text.

You need to look closely at the illustrations of the truck to think about what type it is before you read the print.

Making connections/ evaluating

- ▶ **Setting a Purpose**
▶ Focus the readers on a comprehension purpose.

As you are reading, think about which truck you would like to own and why you would like to own that truck.

Teaching Tip: You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.



DURING READING

Analyzing Making connections Evaluating Infering

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them with navigating the placemat's features, word solving, interpreting illustrations, and vocabulary as needed. Respond to comprehension queries and offer occasional comprehension prompts to help them to problem solve. Possible prompts:
 - What type of truck do you see in this box? What would it hold?
 - Have you seen this type of truck before? Where? What was it doing?
 - Would you like to own this truck? What would you do with it?
 - What do you think the truck in the last picture is towing? What are you using to figure that out?
- ▶ Note students' use of illustrations and initial sounds for word solving.

ELL Note: When reading with the ELLs, make use of the illustrations to review/teach colour vocabulary and adjectives that indicate size such as 'big,' 'small,' 'bigger,' and 'long.' Provide prompts to facilitate reading such as, 'Oh, here comes a dump truck.'

Evaluating

- ▶ If students finish early, ask them to reread independently or with a partner. Ask them to discuss the type of truck that they might like to own and why they chose that truck.



AFTER READING

- ▶ Note successful reading strategies and any remaining reading challenges.

Which truck would you like to own? Why did you choose that truck?

**Making connections/
evaluating**

Analyzing

**Evaluating/making
connections**

Synthesizing

Self-monitoring



Home Links

Provide students with a copy of the take-home text. See Additional Resources at www.lpey.ca.

**Evaluating/making
connections**

**High-Frequency words/word
solving and building**

Word solving and building

Word solving and building

- ▶ Revisit the purpose for reading: Which truck would you like to own? Why?
- ▶ Extend comprehension by offering prompts to initiate discussion:
 - What change in text happened in the last box? Why did it have to change from 'holds' to 'pulls'?
 - If you could own one of these truck, which one would it be and why?
 - What do you think it would be like to have one of these in your yard or on your street? What would you like/dislike about it?
 - How would your family feel about having this truck near you?
 - Could you haul anything else on the flatbed truck?
 - What could you lift with a forklift?
 - What have you seen a tow truck pull?
 - What is the main thing you found out about trucks?
- ▶ Comment on any effective reading strategies or posed questions that you observed.

Jackson looked at the illustration of the forklift truck to see what it was holding so that he could figure out the word 'box.'

Rereadings

- ▶ Provide opportunities for each student to reread the text independently or with a partner.

Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.

My Truck

- ▶ Discuss with students the truck they would like to own and what it would hold. Have students draw a picture of their preferred truck and complete the sentence starters: 'This is a ___ truck. It holds (pulls a) ___.'

What truck would you like to own? What do you think it would hold/pull? Complete the sentence starters.

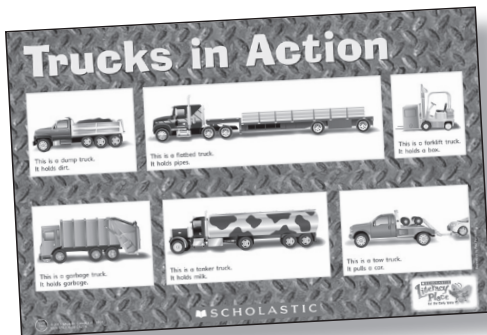
Building a Truck

- ▶ Invite students to build a truck out of blocks. Once the truck is completed have students share with a partner how they constructed their trucks.

Word Building

- ▶ Provide students with magnetic, plastic, or card letters and have them build the high-frequency words from the story.
- ▶ Print the word 'dump' on a card. Cut the letter 'd' from the card. Have students suggest rhyming words using the 'ump' part of the word (e.g., 'slump,' 'bump,' 'clump,' 'hump,' 'lump,' 'jump,' 'plump,' 'pump,' 'stump,' 'thump').
- ▶ Have students suggest words that start with 'tr' as in 'truck' or 'fl' as in 'flatbed.' Write the words on a chart for future use.

Trucks in Action



Text Type: Non-fiction: Description — Placemat

Summary: This placemat shows six different trucks and the work each truck does.

For more information on Small-Group Shared Reading, see the Toolkit at www.lpey.ca and the Grade One Reading Guide.

Text Features

Visual Literacy

- ▶ series of illustrated boxes
- ▶ large title

Print Concepts

- ▶ repeated language patterns
- ▶ verb change in last box: holds/pulls
- ▶ consistent placement of text under illustration
- ▶ capitals and periods

First Reading

Reading Strategies

Comprehension

- ▶ making connections/evaluating

Working with Words

- ▶ using picture cues and initial letters to support word recognition
- ▶ identifying words that start with the same letter

Assessment Opportunities

Note each student's ability to:

- ▶ relate the text to background knowledge
- ▶ form an opinion and evaluate to gain meaning from text
- ▶ use picture cues and initial letters to work out words
- ▶ attend to and understand the text layout of placemat page

For Assessment Tools, see Monitoring Progress for Small-Group Shared Reading in the Toolkit at www.lpey.ca and in the Grade One Reading Guide.



BEFORE READING

Activating and Building Background Knowledge

Making connections

- ▶ Ask students if they have ever used a placemat at home or at a restaurant.

Why do people use placemats?

Making connections/
evaluating

- ▶ Show students the placemat. Have them carefully analyze the illustrations and explain what they see.

Have you ever seen any of these trucks before? Where? What was it doing?

Analyzing

Discuss the differences between fiction (tells a story) and non-fiction (provides information or facts).

When you look at this placemat, do you think it will tell us a story or give us facts? Why?

ELL Note:

When discussing and comparing fiction versus non-fiction, have samples of children's storybooks as well as newspapers and children's magazines. Read sentences and headlines from each to provide concrete examples of fiction and non-fiction.

Predicting/infering/text
features

- ▶ Read the title, framing each word or underscoring it as you read. Have students read the title with you a second time and then discuss what it means.

The title says 'Trucks in Action.' What do you think the word 'action' means? Are the trucks moving? What does each truck do?

Teaching Tip:

Cardboard word windows of various sizes and sliding word frames are quick and easy to use for framing words and revealing a single letter, chunks of words, or whole words to students.

Making connections/
evaluating

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.
- ▶ Hand out the placemats so that each student has a copy.

Let's read this placemat together and think about which truck you would like to own and why.



DURING READING

Visual literacy/ tracking
print

- ▶ Discuss the placement of the text boxes and how this type of non-fiction can be read.

We do not have to start reading at the top left like we do when we read a story. We can choose which box to read first. Which box would you like to read first? Marcus has suggested the long truck in the first row. Put your finger on that truck.

Analyzing

- ▶ Look at the illustration and discuss it with students.

What kind of a truck do you think this is? How does it look? Why would it be flat? What could it carry? Let's read about this truck.

Tracking print

- ▶ Model matching each word with your finger and tracking print.
- ▶ Invite participation in the reading. You may wish to ask students to echo read until they are more familiar with the text.

Put your finger under the first word. What letter does it start with? Is it a capital 'T' or a small 't'? Why does it have a capital? Is there another word in the sentence that starts with the letter 't'? Where did we see this word before? Is it exactly the same as in the title or is it different?

Analyzing

Analyzing/word solving and building

Making connections

Analyzing/word solving and building

Making connections/evaluating

Inferring

Making connections

Analyzing/making connections

Making connections

- ▶ Use prompts to point out the special features as you read together:
 - What do you see in this illustration? What kind of a truck do you think it is?
 - What letter do you think 'dump' starts with? Can you find it? What would this truck hold? What letter does it start with?
 - What does this tanker truck remind you of?
 - What change do you see in the text for the last box? How is it different from the other boxes? Why does it have to be 'pull' instead of 'hold'?
- ▶ Emphasize comprehension further by pausing to ask:
 - Which one of these trucks would you like to own? Why?
 - What do you think your neighbours would think if this truck was outside where you live?
 - How would you take care of the truck?
 - What could you lift with the forklift?
 - What have you seen a tow truck pull?



AFTER READING

Making connections/evaluating

- ▶ Provide a prompt related to the purpose set for reading.

Which truck would you like to own and why did you choose that one?

Making connections/analyzing

- ▶ Expand the discussion. Possible prompts might be:
 - What could you lift with the forklift truck? Where have you seen one?
 - Why are there wheels on top of the tow truck?

Second and Further Readings

For rereadings, give each student a copy of the placemat and choral read the text. Depending on the needs of your students, focus on a balance of the following three areas.

Print Concepts, Tracking, and Media Text Awareness

Tracking print/print concepts

- ▶ Continue to support the development of print concepts, tracking, and media text awareness by using your copy of the placemat to demonstrate and to verbalize key ideas (e.g., tracking print over two lines, using picture cues to help identify words, and pointing out the capitals at the beginning of the sentence and locating the periods at the end of sentences).

Inferring

- ▶ Invite students to reread the text with a focus on inferring.

Where do you think these trucks could be going? Where might you need to use a forklift truck?

- ▶ During reading, pause and offer prompts:
 - Where do you think that truck could be going?
 - What else could you haul on the flatbed truck?
 - How would you feel if you were driving in one of these trucks?

Teaching Tip: You can change the comprehension focus each time you read to help students focus on different ideas. For example, to highlight Synthesizing you may decide to ask, “What is the main thing you found out about trucks?” For more information, see the Small-Group Shared Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.

Working with Words

High-Frequency words

Letter knowledge

- ▶ Focus on word recognition by:
 - framing the following high-frequency words (‘a,’ ‘is,’ ‘it,’ ‘this’)
 - looking for and/or predicting the initial consonants in words from the text: ‘d’ (dump, dirt), ‘t’ (truck, tanker, tow), ‘f’ (flatbed, forklift), ‘b’ (box), ‘h’ (holds), ‘g’ (garbage), ‘m’ (milk), ‘c’ (car), ‘a’ (action, a), and ‘p’ (pipes, pull).

Rereadings

- ▶ Provide opportunities for students who are sufficiently comfortable with the text to reread it with a partner. They can take turns finger tracking.

Focused Follow-Up

The following activities are optional. Choose those that best meet your students’ needs:

We have three words that start with the letter ‘t.’ Let’s find these words.

Building Trucks

- ▶ Invite students to build their favourite truck out of blocks. Have students discuss each truck and explain why they think it is the best for what it does.

Building Words

- ▶ Provide students with magnetic or plastic letters and ask students to make some of the high-frequency words from the text (‘a,’ ‘is,’ ‘it,’ ‘this’).

Home Links

Provide students with a copy of the take-home text to read chorally with family members. See **Additional Resources** at www.lpey.ca.

Evaluating

High-Frequency words