

# Getting Around

## GOALS

### Comprehension

Is this book fiction or non-fiction? How do you know? What is the difference?

### Vocabulary

**Focus High-frequency Words:** around, by, get, ride, run, so, their, up

**Focus Content Words:** bike, boat, bus, car, plane, scooter, skates, track, train, tram

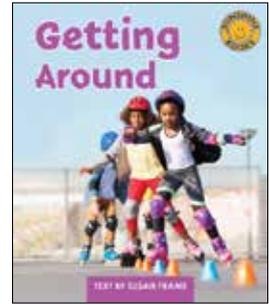
### Phonics

**Letters and Sounds:** Identify and make rhyming words

**Words to Blend and Segment:** track, train, tram, trip, truck

### Fluency

Model reading of text with expression, noting the punctuation, rhythm and rhyme. Students repeat.



There are many ways to get around – in the air, on the ground and on the sea.

## Before Reading

- Read the title together. Discuss how the children are getting around on the cover. Ask: Has anyone ever got around like this? (on rollerblades). What other ways do you get around?
- Read the author's name together. Ask: Have you read any other books by Susan Frame? Share the titles and their impressions. What do they notice about Susan's books? (They often rhyme.) Maybe this text will rhyme, too.
- Have students talk about whether this book is fiction or non-fiction. Ask: How do you know? What is the difference? (Fiction is not true.) Make predictions about the text from the title and front cover illustration.
- On the title page, discuss what they see in the picture. Read the title and the table of contents to give an idea of what is in the text.
- Talk/walk through the pictures. Notice the different ways of getting around and how they relate to the contents page headings and page numbers. Bring words like *bike, boat, bus, car, plane, scooter, skates, track, train, tram* into the conversation.
- Before turning to page 16 ask students what they think the last picture might be.

## Reading the Text

- Read the cover and the table of contents together. On pages 2–3, ask: What are the different ways of getting around in the photos? Look for tricky words like *ground*. Break the word into chunks or syllables, e.g. gr-ou-nd. Students read the text together pointing to the words as they are read. Ask: Are there any rhyming words? (*around/ground*)
- On pages 4–5, discuss the picture. Find the words *train* and *tram* in the text. Ask: How do they both start? (tr) Is the photo of a train or a tram? How do you know? Is there another word starting with tr? (*track*) Read the words together. Do any words rhyme? (*light/night*) Follow this pattern for each page discussing the pictures, what the different ways of getting around are and solving the tricky words before reading each page. Look for the rhyming words. Talk about the ending on page 16. Read the text.
- Look at the index and find the page where there is more information about a plane. Ask a partner questions about the index. e.g. What page is the scooter on?

## **After Reading**

Check on the accuracy of students' predictions. Invite them to discuss the information.

Prompt if needed.

- What do you think the author's purpose was for writing the book? What have you learnt from this book? What genre is this text? (poetry/non-fiction)
- Re-tell the text using the pictures on each page as a guide. Discuss the ways to travel.
- Look at the back cover. Have students discuss what they would use and why. If they said scooter, where would they ride it? What safety precautions would they take?
- Model summarising the text by choosing a contents page heading. They read the related page and summarise it in their own words. They share with the class.

## **Phonics**

- Have students list the rhyming words in the text. They make up more to rhyme with them, e.g. plane, train, rain, crane, pain.
- Write *track, train, tram, trip, truck* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /tr/-ack, track. Discuss the two letters the words start with. /t /r/ tr. Find words in the text that start with tr-. (*train, tram, track*) Brainstorm more words with tr- to add to the list. e.g. trick, trap.

## **Word Study**

- Talk about the words *around, by, get, ride, run, so, their, up*. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context.
- Students draw a picture of one of the ways to get around in the book. They write the matching sentence from the text, e.g. page 14, *One day you might like to go on a sea trip*.
- Students find the word *it's* on page 4. Discuss the contraction, what the apostrophe is for, what letter is missing and the expanded form (letter i; it is) Have students find more contractions in the text to expand. (*don't, you're, tram's*) They think of more examples of contractions, e.g. can't, isn't and expand them. Discuss how contractions make reading the text sound more like the way we talk and make it flow better.
- Students make a web of ways to get around. They illustrate and label and share with the class.
- Students make a three-column chart about the text under the headings: air, sea, ground. They sort the ways to get around into the three columns. They use the chart to re-tell the text.

## **Fluency**

- Model reading the text using expression, noting the punctuation, rhythm and rhyme. Students repeat after you. On page 2, demonstrate what it would be like to read without punctuation, then with. Emphasise the rhyming words. Have students practise a page at a time.

## **Writing**

- Students write a new text about their favourite ways to get around. They illustrate and share with a partner.
- Some ways to get around involve exercise. Discuss the challenges, e.g. if you have a long way to go. Together discuss and summarise the ways of getting around that involve using some energy, e.g. walking, hiking, paddling. Students present a summary of the challenges (if any) on an illustrated poster.