



Overview

Mum and Jake can't go to the supermarket because Mum's car won't start. When the tow truck arrives, Jake takes a keen interest in everything the tow-truck driver does. Jake's interest in the technology becomes the focus of the story, with a detailed description of the process of winching the car onto the tow truck woven into the narrative. The story concludes with a diagram that Jake has drawn.

This text requires students to "confidently use a range of processing and comprehension strategies to make meaning from and think critically about" text (from *The Literacy Learning Progressions*, page 14).

There is a pdf of the text and an audio version as an MP3 file at www.juniorjournal.tki.org.nz

Related texts

Texts about machines or vehicles: "The Port" (JJ 47)

Texts that require students to track and visualise a process: "Make a Mini Worm Farm" and "Wrist Wrappers" (JJ 39); "Our Recycled Worm Farm" (JJ 40); "Making Paper" (JJ 44)

Texts that include personification: "Taniwha Trouble" (JJ 40); "The Monster in the Garden" (a poem, JJ 46); "Marcus and the Wind" (JJ 47)

Text characteristics

Key text characteristics relating to the reading standard for after three years at school are shown in the boxes that have a solid outline.

A mix of explicit and implicit content within the text and illustrations that requires the students to make connections between what they are reading and their prior knowledge in order to track and visualise events and make inferences

A straight-forward narrative text structure, with an orientation, complication, action and events, and a resolution

A variety of sentence structures, including complex sentences and sentences with multiple clauses

Most days, the car started without any fuss but one Saturday, when Mum turned the key, the car made a strange, spluttering noise.

"That's funny," said Mum, and she turned the key again.

This time, the car sounded as if it had a bad cold. It coughed and spluttered and then it went quiet.

"Oh dear," said Mum. "I don't like the sound of that."

She turned the key again. This time, nothing happened at all.

Mum lifted up the bonnet and looked inside. "I can't see anything wrong," she said. "I'd better ring the garage."

The garage sent a big red tow truck. The driver's name was Matthew.

Matthew tried to start the car, but nothing happened. He lifted up the bonnet and checked the battery and the engine. "I can't see anything wrong," he said. "We'd better put it on the truck and take it to the garage."

"How will you get it onto the truck?" asked Jake.

Matthew reached into the truck's cab and pulled out something that looked like a TV remote. He handed it to Jake.

"See that button?" he asked. "Press it and see what happens."

Jake pointed the remote at the truck and pressed the button. There was a loud, grinding noise, and the deck of the tow truck slowly tipped up until the back touched the ground.

"Now what?" asked Jake.

Matthew pointed to a metal hook on the deck of the truck. The hook was on the end of a thick wire cable. The cable was wound around a metal roller just behind the cab.

"That's a winch," said Matthew. "We'll hook that up to your mum's car so we can pull it onto the back of the truck."

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Several characters and events and more than one storyline, using a mix of narrative and factual information

Some unfamiliar words and phrases, including descriptive vocabulary (and personification) and technical vocabulary, the meanings of which are supported by the context and/or the illustrations

Some pages with no illustrations, so the students are required to visualise and track ideas over longer sections of text

English (Reading)

Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts

Level 2 – Structure: Show some understanding of text features

Technology

Level 2 – Characteristics of technology: Understand that technology both reflects and changes society and the environment and increases people's capability

For the indicators for Characteristics of technology, go to: <http://technology.tki.org.nz/Technology-in-the-NZC/Key-publications/Technology-Curriculum-Support/Indicators-of-Progression/Achievement-Objectives/Nature-of-Technology/Level-Two>

Select from and adapt the suggestions below according to your students' strengths, needs, and experiences – their culture, language, and identity (*The New Zealand Reading and Writing Standards for Years 1–8*, Knowledge of the Learner, page 6).

Possible reading purposes

(What can the students expect to find out or think about as a result of reading this text?)

To find out what happens when the car breaks down.

Possible learning goals

(What opportunities does this text provide for the students to learn more about how to “read, respond to, and think critically” about texts?)

- The students **identify and summarise** the information about the events in the story, including the technical process of getting the car to the garage.
- They **make connections** between the ideas in the text and illustrations and their own experiences to **infer** how the breakdown affects the characters in the story.
- They use word-solving strategies to decode and/or work out the meaning of unfamiliar words and phrases.

**Text and language features****Possible supporting strategies**

(These suggestions may be used before, during, or after reading in response to the students' needs.)

Vocabulary

- Subject-specific words and phrases, “lifted up the bonnet”, “garage”, “battery”, “engine”, “cab”, “deck”, “hook”, “cable”, “winch”, “hand grip”, “chains”, “mechanic”, “tests”, some of which also have other meanings
- Descriptive language, including:
 - noun phrases
 - the figure of speech, “an oldie but a goodie”
 - the technical vocabulary

Support the students' **word-solving** attempts by prompting them to remember the strategies they know they can use, often in combination, for example:

- when **decoding**:
 - using their knowledge that letters and digraphs can have more than one sound (“coughed”, “engine”, “mechanic”)
- when **working out the meaning of unfamiliar or confusing words and phrases**:
 - using the context of the sentence or paragraph and looking for clues in the illustrations
 - using the punctuation to clarify which words belong together and rereading or reading on so that they read the complete phrase (for example, “their weekend treat”, “a loud grinding noise”, “your mum’s car”, “the back of the truck”, “the cars in front”).
- For students who need to learn key vocabulary, plan ways for them to practise and consolidate their learning before and after reading. For example, after the word map activity described below, you could have students match words and definitions then fill in cloze (gap-fill) sentences. After reading, they could complete crossword puzzles with the words or write their own cloze sentences and have their classmates find the right word to fill in the gaps. Also plan for students to meet and use the words over time in their reading, writing, speaking, and listening.

Have a dictionary available for the students to use to confirm or clarify meanings, but remind the students that they can make a best attempt at a word's meaning and come back to it later. Provide bilingual dictionaries where appropriate.

Text features

- Sentences with multiple clauses, requiring the students to track the relationships between ideas
- The different time frames and accompanying verb forms, for example, the continuous present in the orientation on page 19; the shift to past for the events in the story; and the future for speculation and plans on pages 23–24.

Support the students to identify and connect ideas within a sentence by prompting them to:

- use the context of the sentence or paragraph and look for clues in the illustrations
- look for indicator words and punctuation to clarify the relationship between ideas, for example: “Jake always went too – to help carry the bags and choose the ice cream ...”; “There was a loud, grinding noise, and the deck of the tow truck slowly tipped up until the back touched the ground”; “... the deck of the truck went down again, taking Mum’s car with it.”

For students who may need more support, including English language learners, model reading some sentences aloud, demonstrating phrasing to support meaning.

Help the students understand long complex sentences by breaking them into separate clauses and identifying the main ideas of each clause and how they are connected. Use prompts such as Who? What? Where? When? How? and Why? to help students identify the main ideas.

**Metacognition****HOW YOU CAN SUPPORT YOUR STUDENTS TO BE METACOGNITIVE**

Here are some ways you can build your students' awareness of the processes and strategies they are using as they make meaning and think critically.

Examples of metacognitive behaviours are threaded through the notes and are indicated by **M**

M Ask questions: *What helped you work out the meaning of “deck” in this story?*

M Use prompts: *Mum described the car as “an oldie but a goodie”. Think about how that helped you understand what Mum thought about her car.*

Introducing the text

- Use your knowledge of your students to ensure that the introduction to the text is effective in activating their prior knowledge and providing appropriate support for a successful first reading.
- Ask the students to read the title and view the illustrations on pages 19 and 20 to form hypotheses about who the characters are and what will happen in the story. Briefly review what the students know about the structure of narrative texts.
- Have them share their own experiences or knowledge of car breakdowns. Guide the discussion towards the idea of towing so that you can draw out (or feed in) some of the technical language. Create a shared word map with “breakdown” in the middle and related vocabulary around it. Explain the meaning of new vocabulary and give examples of use and translations where appropriate.
- Share the reading purpose and learning goal(s).
- You could provide the students with small sticky notes to mark places in the text that they are not sure about or want to remember and come back to.

Reading and discussing the text

Suggestions for ways that you can support the students to achieve the learning goals are listed in the right-hand column of the table below. **Select from and adapt** the suggestions according to your students’ needs. These suggestions may apply to the first or a subsequent reading of the text.

Give the students the opportunity to read the whole text by themselves before you gather them together as a group for discussion. Only intervene on the first reading if it’s clear that a student needs help. There will be many opportunities to provide support with word-solving and comprehension on subsequent readings.

Student Behaviours

Examples of what to look for and support as the students work towards achieving their learning goal(s). Much of the processing that students do at this level is “inside their heads” and may not be obvious until after they have read the text and you are discussing it as a group.

The first reading

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| <ul style="list-style-type: none">• The students test their initial hypotheses about the characters and the storyline. For example, they use the title and clues in the text, such as “Most days”, “... but one Saturday...”, “coughed and spluttered” to confirm that the car has broken down.• They form and test new hypotheses as they read. For example, from page 21, they make connections between the questions Jake asks and his enthusiasm to form a hypothesis that the focus of the story is changing to Jake and the tow truck. They test this idea as they read on (the dialogue and illustrations and the fact that Jake later draws a diagram of the tow-truck support this idea). | <ul style="list-style-type: none">• Prompt the students to make connections to their own experiences of car problems.• For students who need more support, at the end of page 19, review what they now know about the characters and review their predictions about what’s going to happen. Have them read the first paragraph on page 20. Prompt the students to notice the change to a specific day in the past and that this signals the shift from the orientation into the main action. Where appropriate, note the change in the verb forms.• <i>What are you noticing about Jake?</i> |
| <ul style="list-style-type: none">• The students use information in the text (for example, the phrase “an oldie but a goodie”, the ways the characters use the car, the page 19 illustration, the fact that the car starts first time most days), and later on, Jake’s concern about the car, to make inferences about what Mum and Jake think of the car. | <ul style="list-style-type: none">• <i>As you read, look for clues that tell you what Mum and Jake think of the car.</i> |
| <ul style="list-style-type: none">• The students use word-solving strategies. For example, they may use print information, their knowledge of car noises, and punctuation to read the phrase “strange, spluttering noise”; or the idea of the car having a bad cold, the word “spluttered”, and their knowledge of the different possible sounds for “ough” (or “gh”) to work out “coughed”. | <ul style="list-style-type: none">• Remind the students of the strategies they can use when they are not sure of the meaning (see ‘Possible supporting strategies’ above). |
| <ul style="list-style-type: none">• They use a range of strategies to clarify the meaning of the technical language and to visualise the process of getting the car onto the tow truck. For example, to clarify what the winch looks like, they reread the description, looking for specific clues (such as, “on the end of”, “wound around”, and “just behind”). When the students notice the illustrations that appear on later pages, they may reread page 21 to check their understanding of the technical process.• As they read, the students note aspects they are not sure about and might need to come back to. | <ul style="list-style-type: none">• If necessary, prompt the students to reread the paragraph that describes the winch and think about where the parts of the winch are. Remind them that they can use sticky notes to mark aspects to come back to.• After the first reading, you could use an audio-visual clip to support students, especially English language learners, to follow the description. Use the clip to help explain the language.• When the students come to the illustrations on pages 22–24, reassure them that it’s fine to go back and reread page 21 to check with this new information. |
| <ul style="list-style-type: none">• Some students may think Matthew is also the mechanic. | <ul style="list-style-type: none">• Remind the students that Matthew is the tow-truck driver and briefly discuss the different roles of a mechanic and a tow-truck driver. |
| <ul style="list-style-type: none">• When Mum winked at Jake (on page 24), the students may infer that this is because the mechanic has used Mum’s words. They may also infer that Mum is pleased that the mechanic has supported her opinion of the car. | <ul style="list-style-type: none">• Model your thinking: <i>I wonder why Mum winked at Jake.</i> |

Discussing the text after the first reading

- The students reflect on their reading and refer to evidence in the text to support their ideas as they discuss aspects of the text.
- The students summarise the events of the story and the consequences of the breakdown for the characters' Saturday shopping plans.
- The students refer to the text and illustrations to infer how Jake's feelings change, including the section on page 23 where he is worried about the car falling off the truck.
- The students make connections to their own experiences of having personal interests and hobbies to infer that Jake is developing a new and possibly long-term interest in cars and/or towing.
- The students look for evidence in the text and make connections to their own experiences to make inferences about what Matthew is like as a person.
- They find examples of the author describing the car, including the personification on page 20 and with support, make the inference that Mum is very fond of her car.
- Remind the students of the reading purpose. Briefly review the events in the story. Draw out the idea that there are two stories here: the story of Mum, Jake, and the car breakdown; and the story of Jake learning about tow trucks. Prompt the students to think critically: *What helped you notice that the story was changing?*
- Discuss how the breakdown affected the three main characters in the story. Encourage the students to consider aspects that are not explicitly stated (for example, the characters' feelings).
- Prompt the students to think beyond the story, for example, to speculate how Matthew would have felt about Jake being so interested in the towing process. Model your thinking: *I wonder why Matthew let Jake use the remote control.*
- You could ask the students to reread how the author has described the car on pages 19 and 20. Draw out the idea of personification. *What does this suggest to you about Mum's feelings about the car?* Prompt the students to make connections to their own experiences, for example, giving a personal name to their family's car.

Supporting metacognition

With support, the students reflect on their learning. They revisit the reading purpose and learning goal(s).

📖 The students explain what helped them work out how the characters felt, for example, noticing and tracking the evidence in their dialogue and actions and/or making connections to their own experiences.

📖 The students identify some challenges in the text and how they worked them out (or tried to work them out).

Remind the students of the reading purpose and learning goal(s).

📖 *What clues helped you work out how Mum feels about the car?*

📖 Use prompts: *Think about what you did to help you follow and understand how they got the car onto the tow truck.*

After reading

- The students can reread the story as they listen to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Provide further opportunities for the students to reread and discuss this story as well as other related texts (see 'Related texts' above).
- Ask the students to work individually or with a partner to identify the information about the impact of the breakdown on the characters. Have them record their summary statements on a chart with three columns to record their ideas about how the breakdown affected Mum, Jake, and Matthew. They could visualise the impact on themselves if their own family's car were to break down and add a fourth column to record their ideas.
- Provide further opportunities for the students to practise visualising to support the meaning of the factual information. Have them reread pages 21–22 and work in pairs to construct a flow chart that shows three or four stages of the process, with a caption to label each stage. The pairs of students could share and compare their flow charts and discuss the accuracy of the information. Note the use of signal words to signal sequence and purpose/reason ("then", "now", "so").
- Have the students reread the text, prompting them to notice the orientation, the complication, the events, and the resolution. Some students may benefit from creating a story map. For those students who need support with language, you could also note the different verb forms in the different sections of the story (see 'Text features').
- Have the students write a recount about their own experiences of a car breakdown. Support students by providing or referring to a word bank of related vocabulary. Also provide a writing frame and/or sentence starters for those who need it. (See [ESOL Online: Writing](#)). Some students would benefit from first analysing with you a model of the narrative and co-constructing a narrative using the writing frame. The DVD *Making Language and Learning Work: Integrating Language and Learning in Years 5–8* shows a teacher using this process in writing about family treasures. (See [ESOL Online: Making language and learning work DVDs](#).)
- Have the students create a glossary for some of the technical terms in the text. They could support their glossary terms with illustrations.