

Book Summary

A boy talks to his mom about the different vehicles he can see in a traffic jam.

Repeated Phrases

I can see a ____
in front of the ____.

Text Type – Narrative

Materials

- copies of words and punctuation for this book from page 122
- copies of BLM, pencils, markers
- photocopies of the pictures of each vehicle in the story, a long sheet of paper, crayons

Traffic Jam

by Feana Tu‘akoi


illustrations by Richard Holt



Set D

Skills and Strategies

Reading *Traffic Jam* will reinforce the following objectives and give the children the opportunity to:

- W** identify and read high-frequency words in context
- S** understand that text must make sense and use cues to monitor this
- T** use the context of the story to make predictions
-  use text as a model for writing

Word Study

- High-frequency words: I, can, see, a, in, the
- Punctuation: periods, exclamation point, capital letters
- Phonics and phonemic awareness:
 - T, t – Traffic, taxi, tow, traffic, truck
 - b – bike, bus
 - c – can, car
 - onsets and rimes – c/an, c/ar
 - compound word – motorcycle

Speaking and Listening

Use this text to help the children:

- share own experiences related to the content of the story;
- sequence the story using own words.

The Guided Reading Lesson

Introducing the text

Encourage the children to talk about their experience of being in a traffic jam. *How does a traffic jam happen?*

Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the illustrator to the children. Now use the outline below to support the children as they read and discuss their way through the book.

Cover – What vehicles can you see here?

Title page – Together, read the title and the names of the author and the illustrator again. *What is happening here?*

Page 3 – Who do you think the boy is waving to? What vehicle is in front of the bike?

Pages 4 and 5 – Were you right? What could be in front of the bus?

Page 7 – Were you right? What letter do both these vehicles begin with? What do you think the writing on the car says? Do you know any other words that begin like this?

Page 9 – How do you know that this is a police car? Can you remember what is behind the police car? Can you guess what is in front of it?

Page 11 – Were you right? How is this vehicle different from most of the other vehicles in the traffic jam? What does the rider have to wear to protect herself?

Pages 13 to 15 – What has happened to this car? Who has come to help? What is the tow truck driver going to do now? Where might he take the car?


Page 16 – So, why was there a traffic jam?

The children can now read the book again independently.

Revisiting the Text

- Mix up photocopies of the pictures of each vehicle from the story and ask the children to reassemble them in the order they occur in the story.
- After the children have put the vehicles in order, help them to give each vehicle an ordinal number to match their sequence, for example, bike – first, bus – second, etc.
- Identify the high-frequency words *I, can, see, a, in, the* throughout the book and count how many times they appear in the text.
- Using the words and punctuation for this book on page 122, reassemble the sentences with the children.

Following Up

-  Use text as a model for writing.
 - The children could create a wall story about a different traffic jam and write sentences underneath each vehicle, for example, “I can see a ____,” writing the initial letter of each vehicle in a contrasting color.
- B** On the BLM activity opposite, children practice writing the high-frequency words “can” and “the” and draw the vehicles in the corresponding boxes.