

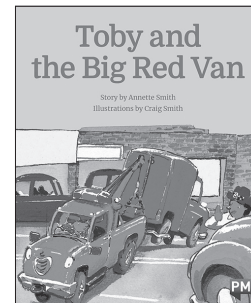
# Toby and the Big Red Van

PM Level 16

Orange

**Text Type** Narrative

**Running Words** 304



## Preparing for Guided Reading

### Prior Knowledge

- Show students a variety of photographs of road transport vehicles (include small and large vans). Identify each vehicle and talk about its uses.

### Orientation to the Text

- This is another story about Toby the tow truck and BJ its driver. Tow trucks often have to remove vehicles parked across driveways. However, this time, Toby and BJ have to figure out how to tow the big red van from the back.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*began, brakes, carefully, chain, driver, hurry, lift, must, onto*

#### Content Words

*driveway, frame, mixer, nothing, waiting*

### Decoding

- Apply knowledge of syllables to break words into readable units.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including applying prior knowledge, thinking aloud, attending to details in illustrations, re-reading and reading on.

### Focusing on the Book – Guided Reading

- Discuss the cover illustration and the title of the book with students.
- Talk about Toby and BJ's new job.
- Together, read all the signs in the illustration on page 2. Ensure students understand what a building site is and why driveways must be kept clear.

- Read the text on page 5 and identify the mixer truck in the illustration. Talk about what happens to wet concrete if it is left for a long time.
- Read page 7. Explain that the big red van has its brakes on and has been left in gear. The only way Toby can tow the van away is to lift it up from the back and tow it with the front wheels on the road.
- Toby and BJ work together to solve the problem. Ask students why, on page 12, BJ says the mixer truck has been waiting too long. Ask students if they recognise similar dialogue between Toby and BJ from the other Toby and BJ books.
- Distinguish between *It's* and *Its* in *It's time to go out again* and *Its brakes are on*. Explain that *It's* is a contraction meaning 'It is'. Identify and expand other contractions used in the text, e.g. *I'll*, *That's*.
- Find the compound word in the text, and ask students to read the two smaller words in *driveway*.

### Comprehension

- Where was the job Toby and BJ had to do? (*Literal*)
- Why did the mixer truck need to get into the driveway? (*Inferential*)
- Why did BJ say to pull the van out carefully? (*Inferential*)

### Follow-up Activities

- Ask students to discuss occasions when they have seen cranes operating. Where have the cranes been working? What jobs have they been doing? What have they been lifting or moving?
- Provide students with construction blocks and allow them to make a crane that can be used to pick up heavy objects.

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## Learning Intentions

- We are learning to apply knowledge of syllables to break unfamiliar words into readable units.
- We are learning to integrate meaning, language structures and visual information as we read.

• \_\_\_\_\_

## Success Criteria

- I can use my knowledge of syllables to assist me to decode unfamiliar words.
- I can use a variety of skills and strategies to understand what I read.

• \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up