

# My School Bus

PM Levels 5/6

Red

**Text Type** Description

**Running Words** 104



## Preparing for Guided Reading

### Orientation to the Text

- Talk briefly about how students come to school.
- Explain that this book describes a school bus.
- Read the title. Discuss the cover photograph. Explain that a girl who travels in the bus to school is describing the bus.
- Read the list of contents and note the page numbers. Find the chapter headings on the corresponding pages.

### Prior Knowledge

- In this description text, a girl describes the school bus she travels in to get to her school: what the bus looks like, what features the bus has and who drives it. A personal comment, *I like going to school on this bus*, concludes the description.

## Building the Balanced Reader

### Concepts About Print

- Introduce the structure of a sentence.
- Revise capital letters and full stops.
- Understand the concept of first and last words.

### Vocabulary

#### Key High-frequency Words

*after, back, like, some, they, this, us*

#### Content Words

*black, bus driver, school bus, sister, wheels, white, windows*

### Decoding

- Encourage quick recognition of high-frequency words.
- Recall that names begin with a capital letter, e.g. *Mr Ball*.
- Find the word *go* in these words: *goes, going*.
- Identify the verbs *is* and *are*. Ensure students understand that *is* links to a singular subject and *are* to a plural.
- Differentiate between these words: *driver, drives*. Teach students to scan across words.
- Discuss the visual similarities between these words: *big, boys, back, bus*.
- Encourage students to stop and try again when meaning has been lost. Say, *You said . . . Does that sound right? Try it again*.

- Ensure students use gender nouns correctly, e.g. *boys, girls; sister, brother; Mr Ball, Mrs Ball*.
- Discuss the use of singular and plural pronouns in books at these levels, e.g. *they, he, she, him, her, us*.
- Revisit the structure of a description.

### Focusing on the Book – Guided Reading

- Study the photographs on each page before reading the book. Introduce key interest words. Ask questions that encourage students to use prior knowledge and visual information to support their responses, e.g. *Why does the girl say it is a big bus?*
- Explain the purpose of the glossary on page 16. Find the glossary words within the book. Notice that they are presented in bold font.
- Identify words in the book that describe colour or size, e.g. *white, black, big*.
- Invite students to share a description of the school bus.

### Comprehension

- What colour is the school bus? (*Literal*)
- Where do the big girls and boys sit on the bus? (*Literal*)
- Who drives the school bus? (*Literal*)
- What does Mr Ball do to look after the children who travel on his bus? (*Inferential*)
- Why is the school bus described as a *big bus*? (*Inferential*)
- Why do some children go to school on a bus? (*Inferential*)

### Follow-up Activities

- During shared writing, write about another bus. Discuss what the bus looks like, who drives it, who rides on it and where the bus goes. Involve students in the writing by asking them to write known high-frequency words from visual memory.
- Provide an opportunity for students to undertake a survey of how the students in their class come to school. Introduce comparative vocabulary when analysing the data.
- Write the words to the song 'The Wheels on the Bus go Round and Round' on a chart for students to read as the song is sung.

## Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to make connections with the text.

• \_\_\_\_\_

## Success Criteria

- I break words up by using my knowledge of letters, sounds and spelling patterns to help me to read unknown words.
- I can make and discuss connections between the text and my own life.

• \_\_\_\_\_

## Guided Reading Notes

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