

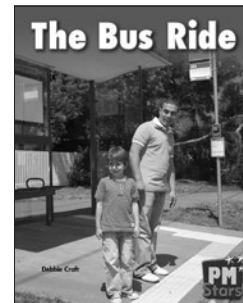
# The Bus Ride

PM Levels 5/6

Red

**Text Type** Recount

**Running Words** 97



## Preparing for Guided Reading

### Orientation to the Text

- Explain that a recount tells a series of events that have happened.
- Read the title and discuss the cover photograph. Recall that the title provides the reader with an indication of what the events are about. Introduce the main characters. Tell students that the book is about what happens one day when the boy and his dad go for a ride on a big bus.
- Turn to the title page. Read and discuss the chapter headings. Explain that each chapter is an event. Find these headings in the book. Encourage students to predict events using information in the chapter headings and prior knowledge.

### Prior Knowledge

- In this recount, a boy retells what happens one day when he and his dad go for a ride on a big bus. The events are recorded in chronological order and presented through text, photographs and illustrations.

## 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

*came, ride, some, today, walked*

#### Content Words

*bus, bus stop, road, shops*

### Decoding

- Encourage quick recognition of high-frequency words.
- Explicitly teach students to use their phonemic knowledge to decode consonant-vowel-consonant words, e.g. *b-i-g, b-u-s, g-o-t*.
- Differentiate between these words: *big, bus, dad, down*. Discuss the shape, formation and sounds of the letters *b* and *d*.
- Write the compound words *today* and *into* as expanded words.

- Locate *Dad* written with a capital *D* and *dad* written with a lower-case *d*.
- Revisit the purpose of full stops.

### Fluency and Phrasing

- Introduce students to the comma in the sentence *My dad came on the bus, too*. Teach students to pause after a comma.
- Prompt students to check or search again when an error has been made. Say, *I'll read what you said back to you. Listen and tell me if the sentence makes sense. Now, I want you to read the sentence again and see if you can make it sound right*.
- Reinforce the structure of a recount.

### Focusing on the Book – Guided Reading

- Study the photographs and illustrations on each page before reading the book. Reinforce the sequence of events.
- Discuss the glossary on page 16. Find the glossary words within the book. Notice that they are presented in bold font.
- Invite students to retell the events in the sequence in which they happened.
- Write the sentence, *The bus went down the road on a whiteboard*. Ask students to name other places that the bus could have gone, e.g. *The bus went over a bridge; The bus went around a corner*. Provide opportunities during shared, guided and independent writing for students to write and illustrate these sentences.

### Comprehension

- How did Dad and the boy get to the bus stop? (*Literal*)
- What did the boy look at while riding on the bus? (*Literal*)
- Where did Dad and the boy get off the bus? (*Literal*)
- What happens at a bus stop? (*Inferential*)
- What did Dad buy at the toy shop? (*Inferential*)
- Why did Dad go on the bus, too? (*Inferential*)

### Follow-up Activities

- Provide opportunities for students to share their experiences of riding on a bus.
- Discuss the need for safety rules when travelling by bus. Ask students to make a poster titled 'Rules when riding on a bus'. Provide support as required.

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## 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.

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## 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.

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## Guided Reading Notes

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