

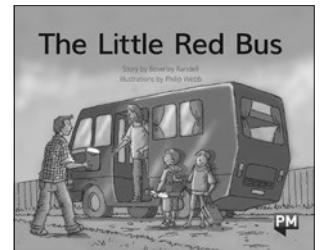
The Little Red Bus

PM Level 13

Green

Text Type Narrative

Running Words 222



Preparing for Guided Reading

Orientation to the Text

- Introduce the story by studying the cover and title page illustrations. Ask, *What do you think the story is about? What characters do you think will feature in this story?*

Prior Knowledge

- This narrative story unfolds logically. The school bus broke down, it was towed away, it was offered for sale, which gave Mr Biggs an idea ... and onto the satisfying ending. Discuss what sequential means. Relate it to their own lives. E.g. wake up, breakfast, brush teeth and then get dressed.

Key Language Structures

- Adverbs and adverbial phrases add meaning to the nouns in the text, e.g. *slowly, on the way home, The next day.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

buy, drive, fix, put, ready

Content Words

brakes, broke, caravan, cupboards, sink, towed, worked

Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Build upon students' phonemic awareness and their knowledge of letter-sound relationships. Ensure they are transferring this knowledge when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe the strategies students are using to integrate meaning, language structures and visual information as they read. Explicitly teach students who require further support to cross-check, confirm or self-correct when meaning needs to be regained.
- Emphasise reading with fluency that encompasses understanding. Remind students to adjust the pace of their reading when they encounter new vocabulary.

Focusing on the Book – Guided Reading

- This story is full of opportunities for prediction:
 - p. 2 – What will happen to the bus?
 - p. 4 – Where is the tow truck taking it?
 - p. 6 – What is Mr Biggs going to do when he buys the bus?
 - p. 8 – Who can guess the next word?
 - pp. 10, 12 – What will happen when the tyres and engine are fixed, the beds are built, the sink put in and the caravan is painted?
 - pp. 14, 16 – Where do you think the family will go for their holiday?
- Model the articulation of the blends *br-*, *tr-* *dr-*, *sl-*. Use the blends to decode *broke, brakes, truck, driving, slowly.*
- Identify the adjectives in the story. Note that some nouns are preceded by two adjectives, e.g. *little, red bus; new, yellow bus; two little Biggs; four new tyres.*
- Discuss the irregular past tense verbs: *break, broke; drive, drove.*

Comprehension

- How did the children get home when the little red bus broke down? (*Literal*)
- Why did Mr Biggs drive slowly home in the little red bus? (*Inferential*)
- Why did it take such a long time to fix up the little red bus? (*Inferential*)

Follow-up Activities

- Show students postcards received from someone who has been on holiday. Write a postcard to a friend. Send a message, write the address, design a stamp on one side and illustrate the reverse side.
- Talk about the Biggs family working together. Encourage students to discuss work they like to do with their family. Follow up this discussion with writing and drawing.
- Conduct a debate – *Caravans are best for holidays.* Encourage the audience to listen carefully to the reasons presented by the speaker. They may like to give their own opinions later. The speakers' ideas could be recorded on a large chart.

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Learning Intentions

- We are learning to use speed, volume and pitch to correctly interpret the text when reading aloud.
- We are learning to think beyond what we are reading.

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Success Criteria

- I can make changes to my speed, volume and pitch to indicate my understanding of the text.
- I can make predictions and justify them with evidence from the text and/or prior experiences.

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Guided Reading Notes

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