

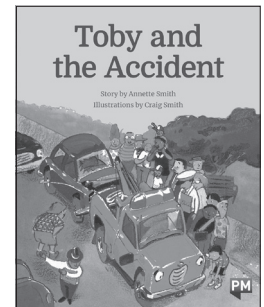
Toby and the Accident

PM Level 17

Turquoise

Text Type Narrative

Running Words 340



Preparing for Guided Reading

Prior Knowledge

- Re-read the three previous Toby and BJ books from **PM Orange**. List the situations that occurred in these stories. Talk about the way that Toby and BJ worked together to solve their problems.

Orientation to the Text

- BJ and his animated tow truck, Toby, are old friends. Once again Toby and BJ have been called out to assist by the police. This time they have to help at a traffic accident.

Building the Balanced Reader

Vocabulary

Key Vocabulary

front, power, while, winds

Content Words

accident, checked, cracked, flashing, frame, nothing, pole, police, winch, wobbled

Decoding

- Apply knowledge of prefixes and suffixes to assist students in decoding unfamiliar words.
- 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; and attending to print details.

Focusing on the Book – Guided Reading

- Using the cover illustration as an example, discuss with students what sort of situations can cause traffic accidents.
- Observe students' responses to pages 2–3. Ask, *Why did BJ check the flashing lights on Toby's cab?*
- As students read, identify the problems that Toby and BJ now have ahead of them. Look carefully at the illustrations. Discuss how the people from the power company have used ladders and a strong brace to secure the pole.
- Explain why Toby had to keep his brakes on hard. (It is the car that should move, not the tow truck.)

- Discuss the additional problem that Toby and BJ encounter on page 10.
- Read the final page with students, using appropriate intonation.
- Revise digraphs in the initial, medial and final positions, e.g. **cheered**, **checked**, **cracked**, **watching**, **truck**.
- Identify adverbial phrases that tell the reader where events take place, e.g. *in Bridge Street*; *on the top of Toby's cab*; *to the other side of town*.

Comprehension

- What job did Toby and BJ have to do? (*Literal*)
- Why did lots of people come to look at the accident? (*Inferential*)
- Why did the people watching Toby and BJ cheer? (*Inferential*)

Follow-up Activities

- Ask students to think about what might have caused the accident in the story. Make a list of possible reasons.
- Talk about the people who work to help us in times of accidents, bad weather, fires or floods, e.g. firefighters, ambulance officers, police, rescue services, doctors, nurses, etc. Discuss the sometimes dangerous nature of their work. Explain that these people work to help us all through the year, or whenever an emergency or hazardous situation arises.

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Learning Intentions

- We are learning to explicitly refer to the illustrations to gain a deeper level of understanding of the text.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.

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Success Criteria

- I can use the illustrations to provide additional information to help me understand the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

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Guided Reading Notes

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