

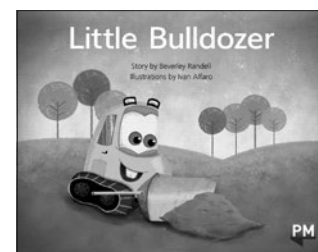
Little Bulldozer

PM Level 8

Yellow

Text Type Narrative

Running Words 170



Preparing for Guided Reading

Orientation to the Text

- Ask students to bring toy vehicles to school, such as tractors, fire engines and trucks. Clarify the concept of work vehicles beforehand.
- Take the toys out to the sandpit. Encourage students to demonstrate how each vehicle moves according to its work purpose. This activity will generate much conversation.
- Ask each student to give a name and function for her/his vehicle. For example, a crane can lift heavy loads.

Prior Knowledge

- This is the first story that features animated vehicles. Students relate enthusiastically to these colourful cartoon-like characters.
- This story uses the familiar, repetitive structure of folk tales. It is a long story, but much of it is easy to predict.

Key Language Structures

- Identify speech marks around the words spoken by the characters, e.g. "Hello, Fire Engine," said Little Bulldozer.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

help, helping, play, this, with

Content Words

fire engine, tree, truck

Decoding

- Encourage quick recognition of high-frequency words in the book. If necessary, use the **PM High Frequency Reading and Writing Word Cards** to assist quick recall.
- Teach students to apply their phonemic awareness to decode or predict words, e.g. *tr-ee*, *tr-u-ck*

Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.

- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

Focusing on the Book – Guided Reading

- Compare the book cover illustration of *Little Bulldozer* with a toy bulldozer. Look at the animated features of all the vehicles in the illustrations. Ask students' opinions about the realities of the story. Ask students how they felt at the times when they were told to 'go away'. Discuss Little Bulldozer's feelings on p. 7.
- Discuss other illustrations, looking for picture clues to support the text.
- Look carefully at the contraction *I'm*. Revise that it is the shortened form of the phrase *I am*.
- Identify and practise consonant blend recognition: *cr* – *cried*; *tr* – *truck*, *tree*.
- Compare the use of the words *to* and *too*.
- Encourage students to make other words using a common letter cluster: *ay* – *day*, *today*, *play*, *away*.
- Use **PM Alphabet Blends** *cr* and *tr* to reinforce the initial letters in: *cried*; *truck*, *tree*
- Discuss the verb endings in *help*, *helping* and *helped*.

Comprehension

- Who told Little Bulldozer to *Go away*? (*Literal*)
- Why wasn't Little Bulldozer able to help Fire Engine? (*Inferential*)
- How did Little Bulldozer help Big Bulldozer? (*Inferential*)

Follow-up Activities

- Rewrite the story by changing *Little Bulldozer* into *Little Concrete Mixer* or *Little Fire Engine*. Involve students in the changes that will have to be made to the characters and the setting.
- Discuss the jobs or activities students are too little to do but can still contribute to. These ideas can be written down by the teacher.
- Ask students to sort their toy vehicles into 'like' categories.
- Develop students' creativity by encouraging them to make models of the vehicles. Use plastic linked building blocks or art and craft materials.

Learning Intentions

- We are learning that a narrative text has an orientation, complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

Guided Reading Notes

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