

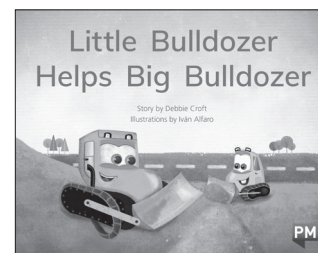
Little Bulldozer Helps Big Bulldozer

PM Level 8

Yellow

Text Type Narrative

Running Words 158



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with what bulldozers are and what they are used for.
- Students should understand that obstacles on the road can be dangerous or cause traffic delays.

Orientation to the Text

- Big Bulldozer thinks Little Bulldozer is too little to help him clear the sand off the road. But when Big Bulldozer breaks his track, he realises that Little Bulldozer can help him after all.

Key Language Structures

- Longer sentences in the text feature prepositional phrases – *on the road; down the hill; for the cars*.
- Sentence structures include questions, exclamations and statements.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

again, all, broken, of, off, out, Yes

Content Words

Bulldozer, cars, road, safe, sand

Decoding

- Explicitly draw students' attention to words that are similar in the text, such as *to* and *too*, and *of* and *off*. Talk about the similarities and differences between the words.
- Look at the word *broken* on page 10. Support students to blend the first two letters in the word, and ask them to identify the base word.

Fluency and Phrasing

- Prompt students to prepare for the first sound in longer words, to help them keep momentum in their reading.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students to describe what they see and to predict some of the words that might be in the story.

- Look at page 2. Talk about the word *Bulldozer*. Ask, *What two smaller words make up this word?*
- Continue to page 7. Ask, *What has happened so far in the story? What do you think will happen next?*
- Read to page 8. Point to the word *road*. Ask, *What other meaning does the word road have? Is it written the same?*
- Continue to page 11. Ask, *Do you think Little Bulldozer will help? Why or why not?*
- Read page 12. Ask, *What words do you know that are like the word come? Can you find a similar word in the text?*
- Read to the end of the story. Return to the words that students thought might be in the text and discuss whether or not they were there.

Comprehension

- Why was it important to get the sand off the road? (*Literal*)
- How do you think Little Bulldozer felt when he helped Big Bulldozer? (*Inferential*)
- How would you describe Little Bulldozer? (*Inferential*)

Follow-up Activities

- Read a non-fiction text together about types of machinery, such as bulldozers or diggers. Invite students to share where they have seen these machines before and discuss what each is used for. Look at pictures of the machines and ask students to describe what they see.
- Make up your own version of a familiar song, such as *The Wheels on the Bus*, substituting machinery, such as a bulldozer and a digger, for the bus. Discuss how it would feel to be in each of these vehicles and come up with descriptive words to use in the song together.
- Discuss how Little Bulldozer felt throughout the text and why. Ask students to talk to a partner about a time when they were too little to do something and how they felt. Make a list of anything that students can now do that they couldn't when they were younger.
- Together, brainstorm things that students can do to help other people. Ask each student to choose one thing and write a sentence about it. Encourage students to carry out their action and to share with the group what happened when they did.

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Learning Intentions

- We are learning to read unfamiliar words.
- We are learning to predict as we read.
- _____

Success Criteria

- I can use words I know to help me read new words.
- I can use the text and the pictures to predict what will happen next.
- _____

Guided Reading Notes

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