

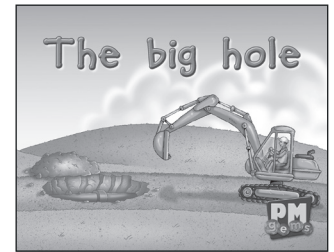
The big hole

PM Level 2/3

Magenta

Text Type Narrative

Running Words 39



Preparing for Guided Reading

Prior Knowledge

- Talk with students about how road signs are used to keep roads safe. Discuss how vehicles such as a digger, truck and roller are needed to fix holes in a road.

Orientation to the Text

- In this story, a line of cars builds up as a digger, truck and roller repair a hole in the road.

Key Language Structures

- Simple sentence constructions: 'Look at the + noun'; 'Here is the + noun'.

Building the Balanced Reader

Concepts About Print

- Talk about the use of upper-case letters as the initial letter for the first word in a sentence.

Vocabulary

Key High-frequency Words

at, big, Here, is, look, the

Content Words

cars, hole, digger, truck, roller

Decoding

- Locate the high-frequency words that are repetitively used in the text.
- Recognise words with the support of meaning and language and structure.

Fluency and Phrasing

- Point and read at a consistent steady rate.
- Slow down to problem solve words and resume reading at a consistent steady rate.

Focusing on the Book – Guided Reading

- **Cover** Talk about the hole in the road. Ask, *What is in the big hole? Why do you think the pipe is under the ground?*
- **pp. 2–3** Point out the approaching cars. Ask, *How many cars can you see? Do you think it would be safe for the cars to drive past the man?*
- **pp. 4–5** Directs students to look at the pile of dirt beside the hole. Ask, *What do you think the digger will do with the dirt?*

- **pp. 6–7** Ask, *What is the digger doing? How many cars can you see now?*
- **pp. 8–9** Discuss how the big truck has reversed towards the hole. Ask, *What do you think the truck is going to do with the dirt?*
- **pp. 10–11** Ask, *Why is the big truck tipping dirt into the hole? How many cars can you see now?*
- **pp. 12–13** Direct students to look at the pile of dirt where the hole used to be. Ask, *What do you think the roller is going to do?*
- **pp. 14–15** Ask, *How does the dirt look now that the roller has driven over it? How many cars can you see now?*
- **p. 16** Ask, *Do you think it is safe for the cars to drive forward now? How has the man's sign changed?*

Comprehension

- What were the three vehicles that mended the road? (*Literal*)
- Why do you think the cars had to stop? (*Inferential*)

Follow-up Activities

- Recognise and discuss *Look* or *Here* as the entry words in each sentence of the story. Have students choose objects in the classroom and use these words to write sentences about them, e.g. *Look at the whiteboard; Here is the pencil.*
- Ask students to choose one of the work vehicles in the story and draw a picture of the vehicle doing another job later in the day. Direct students to think carefully about the special things each vehicle is designed to do.

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Learning Intentions

- We are learning that punctuation is used in sentences and we need to reflect it in our voice.
- We are learning that 'good' readers remember what they have read.
- _____

Success Criteria

- I stop and take a breath when I notice a full stop at the end of a sentence.
- I can retell the events of a story after I have read it.
- _____

Guided Reading Notes

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