

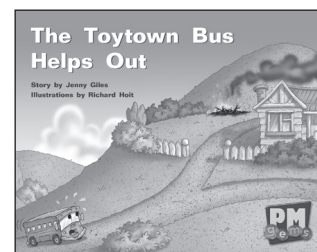
The Toytown Bus Helps Out

PM Level 7

Yellow

Text Type Narrative

Running Words 131



Preparing for Guided Reading

Prior Knowledge

- Talk with students about the kinds of materials that can easily catch fire at home. Discuss ways that fire risk can be minimised at home.
- Revise classroom fire safety procedures.

Orientation to the Text

- This is one of several PM stories featuring the Toytown characters. In this story, the Toytown Bus sees a fire near a farm house and calls for help from Fire Engine.

Key Language Structures

- Use of dialogue to express observations and exclamations.
- Longer, more complex sentences, e.g. *The fire engine came up the hill to the farm house.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

came, get, help, I'm, out, some, way, will

Content Words

some, Toytown, bus, fire, farm, house, engine, hill, smoke, garden

Decoding

- Locate and read most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply changes in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- **Cover** Identify the Toytown Bus. Ask students to guess where his help might be needed.
- **pp. 2–3** Point out the bus's location near the bottom of the hill. Ask, *Do you think the bus can see the fire from where he is?*
- **pp. 4–5** Talk about the location of the fire. Ask, *Do you think the farm house is in danger?*

- **pp. 6–7** Discuss how the bus and fire engine are communicating with each other. Ask, *Does the fire engine look worried about the fire? What tells you this?*
- **pp. 8–11** Discuss the fact that, from his direction of approach, the fire engine might think that the smoke is coming from the house.
- **pp. 12–13** Talk about the *Whoosh! Whoosh!* text, and how the author uses it to express the sound of water being squirted over the fire. Ask, *Do you think Fire Engine will be able to put the fire out?*
- **pp. 14–15** The fire is out! Ask, *How do you think Fire Engine feels after working so hard to put the fire out? Why?*
- **p. 16** Ask, *Why do you think the bus now says that the farm house is safe?*

Comprehension

- Why do you think the fire engine went to the farm straight away? (*Inferential*)
- Why do you think the bus could see where the fire was? (*Inferential*)

Follow-up Activities

- Provide students with the BLM. Direct students to complete the activities: choosing the right letters to rewrite words from the story; correctly ordering story events; choosing correct initial letters to complete words; writing the correct phrases to complete sentences.
- Ask students to name all the emergency vehicles they can think of. As a class, discuss what these vehicles can do, and the types of situations they are called into.
- Have students draw a simple comic strip story of a rescue situation where an emergency vehicle was called to help. First panel: the situation (e.g. house fire, burglary). Second panel: the vehicle arrives and renders assistance. Third panel: the problem is resolved.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to remember information to help us understand what we are reading.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can sequence the beginning, middle and end events to retell the story.

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Guided Reading Notes

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