

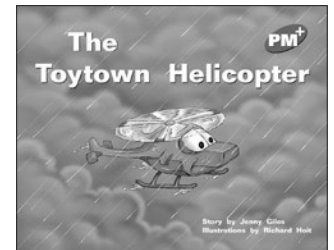
The Toytown Helicopter

PM Level 5

Red

Text Type Narrative

Running Words 94



Preparing for Guided Reading

Orientation to the Text

- Read *Little Bulldozer* (PM level 8) and *Little Bulldozer Helps Again* (PM level 9) to students, examining the concept of animated vehicles. Discuss the stylised vehicles in these two books.

Prior Knowledge

- This is the first in a series of fantasy stories about the Toytown vehicles. In this story, the helicopter is late home because of heavy rain and the other vehicles are worried.

Building the Balanced Reader

Concepts About Print

- Ensure correct directionality on double-page spreads.
- Recognise the initial letter and its associated word: *h* – helicopter, *b* – bus, *t* – tow truck.
- Notice the verb ending: *ing* – coming.

Vocabulary

Key High-frequency Words

away, fire engine, helicopter, home, rain

Content Words

Garage, down, tow truck, bus, fly, look, sun

Decoding

- Recognise high-frequency words within the text.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

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

Focusing on the Book – Guided Reading

- **Cover** Look at the features of the helicopter and compare them with those of a real helicopter.
- **Pages 2–3** Study the picture of the Toytown Garage. Discuss its purpose. Predict who might live in the garage. Observe and talk about the dark clouds behind the garage.

- **Pages 4–7** Talk about the vehicles that have returned to the garage. Discuss the concerned looks on their faces. Ask, *Why do you think the vehicles look so worried?*
- **Pages 8–13** Discuss the heavy rain and the vehicles' concern for the helicopter's safety.
- **Pages 14–16** Look at the change in the weather. Have students predict the happy ending.

Comprehension

- What was the home of the bus? (*Literal*)
- How did the tow truck feel about the missing helicopter? (*Inferential*)
- Why were the tow truck and bus happy in the end? (*Inferential*)

Follow-up Activities

- Have students predict the conversation that may have taken place after page 16. Assist them in this imaginative situation to invent further dialogue between the vehicles.
- Invite students to make finger puppets or cardboard cut-outs of each vehicle. Have them present a puppet show using both the text from the book and their own dialogue.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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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 change my voice to show that there are quotation marks and words printed in bold in the text.

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Guided Reading Notes

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