

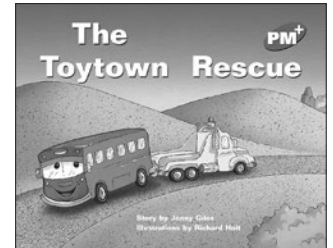
The Toytown Rescue

PM Level 5

Red

Text Type Narrative

Running Words 100



Preparing for Guided Reading

Orientation to the Text

- Re-read *The Toytown Helicopter* (PM level 5). Discuss and list the kind of tasks that these Toytown vehicles might carry out. Have students talk about their own toy vehicles.

Prior Knowledge

- This is the second story in the **PM Plus** series about the Toytown vehicles. In this book, the bus has run off the road and is unable to move. The helicopter and the tow truck come to its rescue.

Building the Balanced Reader

Concepts About Print

- Reinforce directionality and return sweep on double-page spreads and longer sentences.
- Question mark – talk about the punctuation symbol, name and meaning.
- Understand the concept of first and last words.

Vocabulary

Key High-frequency Words

bus, helicopter, home, tow truck

Content Words

grass, big, tree, happy, garage

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** Observe the vehicles and discuss the setting. Talk about the situation that may have preceded this picture. Read the title with students both on the cover and the title page.
- **Pages 2–3** Study the vehicles' expressions. Discuss how the helicopter is feeling compared with the other two vehicles.
- **Pages 4–7** Talk about how the fire engine and the tow truck have reacted to the helicopter's news.

- **Pages 8–11** Discuss why the helicopter can see the bus and the tow truck cannot.
- **Pages 12–16** Have students predict how the rescue will proceed.

Comprehension

- Who told the tow truck about the bus? (*Literal*)
- How did the helicopter help the tow truck find the bus? (*Inferential*)
- Why was the tow truck the best vehicle to help? (*Inferential*)

Follow-up Activities

- Invite students to present a play based on the story. They could follow the text or improvise dialogue for each character.
- Have a special 'Toys' Day' at school (see *Tim's Favourite Toy*, PM level 10) where students bring toy vehicles from home and talk about them to the rest of the class. The curriculum areas of oral and written language, and reading can be part of this exercise. Simple captions may be prepared at home or written at school and displayed with the toys.

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Date _____

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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