

Little Bulldozer Helps Again

PM Level 9

Blue

Text Type Narrative

Running Words 187



Preparing for Guided Reading

Orientation to the Text

- Revisit *Little Bulldozer* (PM level 8). Discuss the characters and the storyline. Talk about Little Bulldozer's triumph at the end of the story.

Prior Knowledge

- This is the second story featuring the colourful animated vehicle, Little Bulldozer.
- Talk about Little Bulldozer's kind nature in always wanting to help the other vehicles.

Key Language Structures

- Longer, two-clause sentences encourage the development of students' thought and language skills.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

can't Here's make

Content Words

heavy, mud, road, rope, stuck

Decoding

- Recall most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self correct by re-reading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.
- Use voice intonation to convey meaning when reading words in bold print.

Focusing on the Book – Guided Reading

- Read the title together.
- pp. 3–5 – Read the text with students. Encourage them to predict how Little Bulldozer could help Big Bulldozer and Big Truck.
- pp. 6–9 – Note the looks on the faces of the animated vehicles. Talk about the weight of the two large vehicles and how they will sink down into the soft mud. Compare their size with the much smaller Little Bulldozer.

- pp. 10–13 – Discuss Little Bulldozer's triumph in a difficult situation.
- pp. 14–16 – Success at last. Encourage students to discuss the theme of the story and relate it to their own experiences.
- Observe students as they read the story independently or to a partner.
- Revise regular verb endings – *look, looking, looked; help, helping, helped*.
- Introduce irregular verb endings – *come, coming, came; make, making, made*.
- Revise all punctuation within the context of the story – name and meaning – full stop, comma, speech marks, exclamation marks, question marks.
- Discuss contractions – *I'm, can't, here's*.
- Explain that the speech bubble replaces speech marks on p. 16.

Comprehension

- What happened to Big Truck? (*Literal*)
Why could Little Bulldozer help Big Truck? (*Inferential*)
What did Little Bulldozer do to help Big Bulldozer? (*Inferential*)

Follow-up Activities

- Read *The Lion and the Mouse* (PM level 11). Talk about the similarities between the two stories and the fact that children and animals can also be helpful.
- Encourage students to think of all the helpful things they can do, although they are young and also not as big as adults. Write these ideas on a chart in an interesting way.
- Ask students to bring toy vehicles to school, such as tractors, bulldozers and trucks. Have students sketch a vehicle and write about it.
- Look closely at the wheels and tracks of the bulldozers and truck on pp. 14–15. Talk about the different ways vehicles move. List all ideas.
- Make box models of the characters in the story. Make sure students have a wide variety of different sized and shaped cardboard boxes and containers. (The boxes should be made of light-weight card.)
- Use the models made in the previous activity to present *Little Bulldozer Helps Again* as a play to another class.

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Learning Intentions

- We are learning to identify the problem in the narrative and suggest possible solutions.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can identify the problem in the narrative and suggest a possible solution.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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Guided Reading Notes

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