

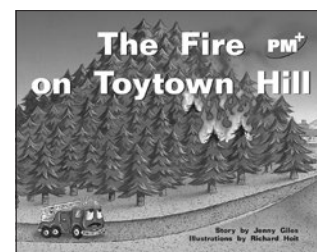
# The Fire on Toytown Hill

PM Level 9

Blue

**Text Type** Narrative

**Running Words** 166



## Preparing for Guided Reading

### Orientation to the Text

- Re-read previous stories about the Toytown vehicles. Discuss the various facial expressions on the animated characters. Remind students that the illustrations help them to understand the story.

### Prior Knowledge

- The Toytown fire engine is returning to the garage when it sees a fire up on a hill. When he realises that it can't put the fire out by itself, the fire engine radios the Toytown helicopter for assistance.

### 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, gone*

#### Content Words

*bucket, garage, helicopter, river, water*

### 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, and discuss the cover and title page illustrations. Establish that the fire is near Toytown.
- Ensure that students are aware that this is only a small fire. Notice the river to the right of the picture.

- Demonstrate the sound of the siren by reading the bold print. Read with expression as the tension builds.
- Observe the raised aerial. Read the call for help with appropriate intonation.
- Praise the helicopter's quick reaction to the problem.
- Point out that the helicopter had to return again and again before the fire went out. Reinforce the importance of picture interpretation.
- Discuss the comparatives: *big, bigger*.
- Discuss the impact of short sentences.
- Talk about the phrase *come in*. Explain that in this text it is used when calling someone over a radio. Tell students that it can also mean 'come inside'.

### Comprehension

- What did the fire engine see on the hill? (*Literal*)
- Why did the fire engine contact the helicopter? (*Inferential*)
- How did the vehicles put the fire out? (*Inferential*)

### Follow-up Activities

- Invite students to identify the parts of the story that they found the most exciting. On paper, have them write about these. Display as a concertina booklet.
- Discuss how the fire spread. Observe the illustrations carefully. Write the text from the book onto separate pieces of paper. Have students refer to their books, and to each other, as they draw matching illustrations. Display as an enlarged book.
- Ask a person familiar with a two-way radio to demonstrate how it works. Allow students time to handle it. Discuss the use of its external switches, buttons, etc. List the organisations who use such a radio. Using appropriate scrap materials, have the children make a two-way radio model.

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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 |
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