

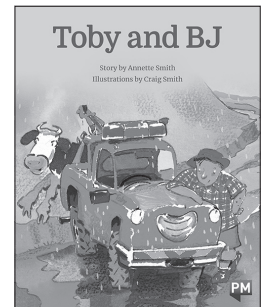
Toby and BJ

PM Level 15

Orange

Text Type Narrative

Running Words 315



Preparing for Guided Reading

Prior Knowledge

- Discuss with students that the personification of vehicles is common in children's stories.
- Students should be familiar with tow trucks and what they are used for.

Orientation to the Text

- This is the first in a series of books about Toby the tow truck and his owner, BJ. In this book, Toby and BJ have to rescue a cow that is stuck in a ditch at River Road Farm.

Building the Balanced Reader

Vocabulary

Key Vocabulary

brakes, farmer, pulled, straw, waiting

Content Words

began, ditch, Follow, sacks, slid, something, spin, straps, Tell, track

Decoding

- Recognise and use word parts, such as onset and rime, to break words into smaller parts.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when required.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge, thinking aloud, attending to details in illustrations and attending to print details.

Focusing on the Book – Guided Reading

- Study the cover illustration. Establish the characters Toby and BJ and what they are doing.
- Discuss the illustration on pages 2–3 and read the important sign *BILLY JONES' GARAGE*. Discuss the meaning of the smaller sign: *No job too big. No job too small.*
- Ask, *Why did the farmer need a tow truck to do the job? How do you think Toby and BJ will get the cow out of the ditch?*
- Make sure students understand why BJ told Toby to take the cow up slowly.

- Ask students to suggest ways that Toby and BJ could overcome the new problem on pages 10–11.
- Read BJ's response on page 16 with students, making sure they understand what is meant by the saying: *It was all in a day's work.*
- Revise letter clusters: 'ay' in *day, away*; 'ow' in *cow, down*; and 'ack' in *sack, track*.
- Revise blends: 'tr' in *tractor, track*; 'st' in *stopped, best*; and 'str' in *straps, straw*.
- Look at word endings: 'er' in *farmer, under*; and 'y' in *Toby, muddy*.
- Revise speech marks that show when words are spoken by the characters in the story.
- Introduce the term 'onomatopoeia' to students, and explain that it is when a word describes a sound and mimics the sound it refers to. Locate the example used in the text: **V-room, v-room, v-room!** on page 15.

Comprehension

- What did Toby and BJ have to do at River Road Farm? (*Literal*)
- Why couldn't the cow get out of the ditch by herself? (*Inferential*)
- How did the straw and sacks help get the truck out of the mud? (*Inferential*)

Follow-up Activities

- Ask students to make a list of the jobs a tow truck would do.
- Encourage students to list other words that are examples of onomatopoeia. Write each of these words in a sentence to show how it could be used.

Learning Intentions

- We are learning to integrate a variety of skills and strategies to decode unfamiliar words.
- We are learning to use a variety of comprehension strategies to predict or check meaning.

• _____

Success Criteria

- I can use meaning, language structures and visual information to help me decode fluently.
- I can apply prior knowledge, think aloud, and attend to details in illustrations and print to bring greater meaning to the texts I read.

• _____

Guided Reading Notes

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