

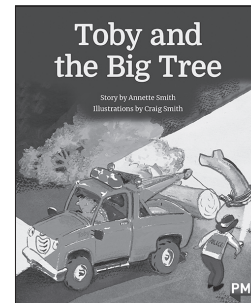
# Toby and the Big Tree

PM Level 15

Orange

**Text Type** Narrative

**Running Words** 306



## Preparing for Guided Reading

### Prior Knowledge

- Revisit *Toby and BJ* (PM Level 15), and familiarise students with the characters of Toby and BJ.
- Explain to students that many people have to work at night. Tow trucks must respond to police calls for help despite the weather or time of day.

### Orientation to the Text

- Toby, the animated tow truck, and his driver, BJ, have another problem to solve. This time, they are called out on a very windy night after a tree has fallen across the road.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*Hurry, pull, rest, wait*

#### Content Words

*chainsaw, dark, done, driver, fallen, half, headlights, lights, nothing, police, shone, side, windy*

### Decoding

- Recognise and use word parts, such as onset and rime, to break words into small 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 illustrations on *Toby and BJ* and *Toby and the Big Tree*. Notice the similarities in layout and design.
- Discuss the fact that the police are an essential part of solving problems related to roads and traffic.
- Read the text on pages 6–7 with students and discuss the additional problem that Toby and BJ will now have to solve.

- Discuss with students the way that Toby and BJ and the police work together cooperatively until the road is clear again.
- Compare the text on page 16 with the same page of *Toby and BJ*. Discuss the meaning of BJ's response again.
- Revise common letter clusters as they occur in the text, e.g. *ay, ow, ack, ar*. Encourage students to build a list of known words containing each sound.
- Revise blends in beginning, medial and final positions, e.g. *tr, br, st* and *str*.
- Continue to draw students' attention to common punctuation marks such as commas, full stops and talking marks.

### Comprehension

- What caused the big tree to fall onto the road? (*Literal*)
- Why did BJ tell Toby to lift the tree slowly? (*Inferential*)
- What did BJ mean when he said, "*It was all in a day's work.*"? (*Inferential*)

### Follow-up Activities

- If possible, arrange for a police officer to visit the classroom and speak with students about their work on the roads. Encourage students to prepare suitable questions to ask during the visit.
- Encourage students to write a short procedural text about how Toby and BJ removed the tree from the road. Remind them to use action verbs to begin each instruction.

# Toby and the Big Tree

Date \_\_\_\_\_

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## 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