

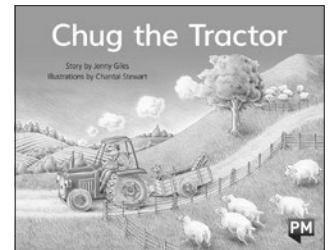
Chug the Tractor

PM Level 10

Blue

Text Type Narrative

Running Words 203



Preparing for Guided Reading

Orientation to the Text

- Share another fantasy story about a vehicle that thinks and feels, e.g. *Little Bulldozer* (PM level 8).

Prior Knowledge

- Children enjoy reading stories about animated vehicles. *Chug the Tractor* will become one of the children's favourite books.
- Prediction is part of all enjoyable reading. Good prediction is linked closely to the all-important skill of self-correction.

Key Language Structures

- Phrases that tell *when* or *where* add meaning to the verbs in the sentences.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

It's, new, next, old, slowly, who

Content Words

dump, men, tractor, shed

Decoding

- Recognise the high-frequency words in the text.
- Apply knowledge of sound-letter relationships to assist with decoding of unfamiliar words.

Fluency and Phrasing

- Adjust the pace of reading to assist with fluency.
- Make appropriate predictions about the text to assist with understanding.

Focusing on the Book – Guided Reading

- Look at the cover illustration. Talk about the smile on the tractor's face. Discuss with students whether they think the story is real or make believe, and why they think one way or the other.
- When reading the words aloud on pp. 3–5, get students to contrast the confident *Chug! Chug! Chug!* on p. 3 with the failing chugs on p. 5. (Notice the difference in the type sizes.)
- The new tractor is being unkind. Help students to read the last two lines in voices that emphasise his nastiness. Encourage students to empathise with the rejected Chug.

- Encourage students to guess where they think Chug is being taken – it looks as though he is being taken to the dump.
- Make sure students notice the sign on p. 10 pointing back to the dump. Chug must be going somewhere else! Before they turn the page, ask students if they can think of a use for a worn-out old tractor.
- When students have read p. 13, help them to explore in depth the picture on p. 12. Read the sign, notice the red paint, the concrete mixer, the bark chips, and the busy volunteer workers to ensure that the transformed Chug on pp. 14 and 16 is understood fully.
- Revise digraph *ch* for *Chug*, and the blends *tr* – tractor, *pl* – played (**PM Alphabet Blends**).
- Revise regular verb endings – *help, helping, helped; look, looking, looked; play, playing, played; shout, shouting, shouted*.
- Talk about the contractions *can't* and *it's*. Ask students to say the two words that have been shortened to make the contraction.
- Discuss the opposites for *old, back, cried, down, big*.

Comprehension

- Why did the yellow tractor tell Chug he was going to the dump? (Ensure students understand that *dump* is another word for *rubbish tip*.) (*Literal*)
- Why did the children say Chug was a 'new' tractor? (*Inferential*)
- Why were the children happy when they saw Chug in the park? (*Inferential*)

Follow-up Activities

- As a group, draw a large picture map that captures the main events in the story and re-tells the story visually. Display the map so that students can use it as a prop to tell the story in their own words.
- Visit a farm. Involve students in the arrangements by having them help to write a letter to the farm owner, or plan a telephone conversation with the farm owner.
- Have students use pencils with soft leads to sketch the school playground or play equipment. Talk about what they could do to improve their playground or play equipment.
- Discuss favourite things that students have at home that are old or worn out. Talk about why they are favourite things. Draw a crayon picture of these items and paint over with dye. Write captions to add to the pictures.

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Learning Intentions

- We are learning to more accurately make predictions about events in the text.
- We are learning to recognise a variety of punctuation marks to assist with fluency when reading aloud.
- _____

Success Criteria

- I can more accurately make predictions about events in the text.
- I can recognise a variety of punctuation marks to improve the fluency of my oral reading.
- _____

Guided Reading Notes

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