

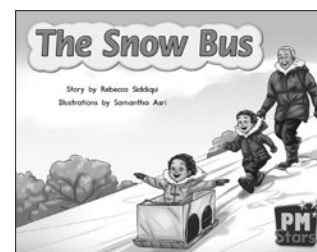
The Snow Bus

PM Level 10

Blue

Text Type Narrative

Running Words 179



Preparing for Guided Reading

Orientation to the Text

- Revisit a previous story about Josh and Lily, e.g. *Josh's Shop* (PM level 6). Talk about the main characters and sequence of events.
- Read the title of the book and discuss the cover illustration. Invite students to share prior experiences of having fun in snow without the need for skis or snowboards.

Prior Knowledge

- In *The Snow Bus*, it is winter and the two children are visiting their grandpa's farm. The children have brought the yellow cardboard bus with them and decide to make it into a snow bus. However, there are problems for Josh and Lily to overcome before they get the snow bus to move!

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

bigger, first, laughed, long, now, our, that

Content Words

faster, heavy, long, plane, shouted, snow, stuck

Decoding

- Draw students' attention to high-frequency words and encourage quick recognition of them.
- Build upon students' understandings of phonemics. Provide support when students apply their knowledge of letter-sound relationships to decode or check unfamiliar words, e.g. *b-u-s, fr-o-m, f-u-n*. Encourage students to cross-check their decoding attempts against meaning and structure.

Fluency and Phrasing

- Explicitly teach students to adjust how fast they are reading if there is a need to clarify meaning. Encourage them to repeat a phrase or re-read from the beginning of the sentence rather than decoding individual words.

- Support students when they need to cross-check or self-correct. Say, *Something didn't sound right. Try that again*. Model how to search further when an error is detected.

Focusing on the Book – Guided Reading

- Invite students to retell the story in the sequence in which the events happened.
- Study the illustrations on each page. Ask questions that encourage prediction. Draw students' attention to details in the illustrations that can be used to describe relationships between the main characters, e.g. notice Lily's annoyance on pages 2–3 when the bus will not move and later her animated laughter on pages 8–9 and 14–15 as the bus moves down the hill.
- Discuss why the cardboard bus is able to slide down the hill.
- Draw students' attention to the inflectional endings in *shouted, laughed*.
- Locate irregularly formed past-tense verbs, e.g. *stick, stuck; run, ran*.
- Identify exclamation marks in the book. Note that some have been used to gain attention, e.g. *Help! Josh! Grandpa!* Others convey the speaker's reaction to an exciting event, e.g. *Here I go again! I'm going very fast now!*
- Revise gender words, e.g. *Grandpa, Grandma, Gran*.
- Locate personal pronouns used in the book, i.e. *we, they*. Reinforce students' understanding of singular and plural pronouns.

Comprehension

- Why did Grandpa let Josh and Lily take the snow bus up the hill? (*Literal*)
- What happened to the snow bus as it went down the hill? (*Literal*)
- When Josh got to the top of the hill, why did the hill look bigger? (*Inferential*)
- Why was the snow bus able to slide down the hill? (*Inferential*)
- How do you know Lily liked going down the hill in the snow bus? (*Inferential*)

Follow-up Activities

- Discuss Josh's observation that the *hill looks bigger from up here*. Explore the spatial dimensions of structures around the school or community. Develop comparative vocabulary that accurately describes how, for instance, a school flag pole can look taller when viewed from underneath.

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Date _____

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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.

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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.

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Guided Reading Notes

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