

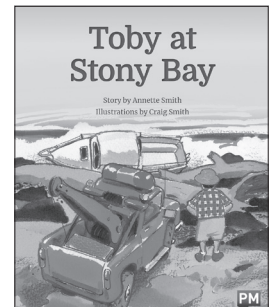
# Toby at Stony Bay

PM Level 20

Purple

**Text Type** Narrative

**Running Words** 513



## Preparing for Guided Reading

### Prior Knowledge

- Re-read *Toby and BJ*, *Toby and the Big Tree* and *Toby and the Big Red Van* (**PM** Orange), and *Toby and the Accident* (**PM** Turquoise). List the problems that Toby and BJ overcame. Reflect on the sign outside the garage in the stories: *No job too big, no job too small*.

### Orientation to the Text

- This is the fifth story about BJ and his animated tow truck, Toby. In this story, the pair overcome the dangers of a rising tide to save a boat that has washed up on the rocks.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*bumpy, during, face, finished, happened, officer, police*

#### Content Words

*almost, busy, clears, shore, tide, trailer, unhitched, we're*

### Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist students in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

### Focusing on the Book – Guided Reading

- Ask students to use the cover illustration to predict how Toby and BJ will solve the problem.
- Explain what happens when a boat *drags its anchor* in a storm. Write this and other nautical terms on a chart as they occur throughout the story.
- Draw students' attention to the words *its* and *It's* on page 3. Ensure they understand that although *its* is possessive, it doesn't have an apostrophe. Explain that *it's* is the contracted form of 'it is'.

- Read to page 4. Ask students to predict why BJ decided to take some extra rope. Note that the length of the boat trailer will give a clue to the size of the boat that BJ expects to see.
- Continue to page 14. Ensure that students understand the problems facing Toby and BJ: the rising tide, the blocked track and the size of the logs.
- Remind students of the types of jobs done by Toby and BJ in other stories. Ask, *How do you think they will go about solving this problem?*
- Read to page 15. Ask students to predict what will happen next. Ask, *Where will Toby and BJ take the boat?*
- Revise the homophones *tied* and *tide*. Ask students to use each of these words orally in a sentence to check their understanding of the correct usage.

### Comprehension

- What made the trailer bounce up and down? (*Literal*)
- What caused the big hole in the side of the boat? (*Inferential*)
- What other things are sometimes damaged in a storm? (*Applied Knowledge*)

### Follow-up Activities

- Talk with students about low and high tides and safe times to swim at the beach. Discuss other safety factors such as always swimming between the red and yellow flags.
- Discuss the final sentence in the story that is common to all Toby and BJ books. Ask students to work in groups to write a different comment by BJ that is in keeping with the theme of the story.

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## Learning Intentions

- We are learning to apply knowledge of phonics, syllables, affixes and scanning across words to decode the text.
- We are learning to make predictions about the text and to use our knowledge about reading skills and strategies.
- \_\_\_\_\_

## Success Criteria

- I can use my knowledge of phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text and use my knowledge of various reading skills and strategies to improve my understanding of the text.
- \_\_\_\_\_

## Guided Reading Notes

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