

At the Bus Stop

GOALS

Comprehension

Reading strategies: Ask students: “What are some of the things that good readers do?” Model how to use picture, print and contextual cues.

Vocabulary

High-frequency Words: it, is, at, she, on, in, the, from, by, of, a, for, an, with, who, this, his, her, was, some, make

Content Words: mother, bus stop, waiting, girl, fuss, bus, builder, giraffe, clown, monkeys, laugh, lady, hot-dog, stand, doctor, tablet, hand, gorilla, plaster, toe, snowman, waiting, snow, hippo, drinking, straw, diver, door, baker, snake, table, cake, eating, teacher, reading, book, hook, fishing line, hanging, silly, bizarre author, name, written, lots, making, through, quite, Mr

Phonemic Awareness

Recognise and produce words with the same sound: /z/

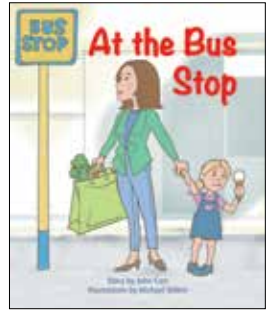
Phonics

Letters and Sounds: z, zz

Words to Blend and Segment: buzz, fizz, zip, zap, jazz

Fluency

Model fluent reading of a section of the text emphasising the rhyming words. Discuss the ending and humour.



Everyone at the bus stop is connected to someone or something else. The teacher thinks this is bizarre.

Before Reading

- Read the title. Discuss the meaning of *Bus Stop*. Then reread the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: Who is waiting at the bus stop? Look at the title page illustration. Ask: Who or what has arrived at the bus stop now? What do you think might happen in the story?
- Talk/walk through the pictures, discussing the action on each page and who has arrived at the bus stop. On page 15 have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues.
- On page 3 look for the picture cue. Ask: Who is waiting at the bus stop? (A mother with a crying girl) Model looking for the words *mother* and *girl*. What letter will they start with? (/m/ or /g/)
- Using knowledge of high-frequency words and picture cues, read the words together. Discuss the meaning of *by*. (near, close to) Ask: Who is by her mother? (The girl) What does *making lots of fuss* mean? (Look at the girl in the picture for the answer. What is she doing?) Follow this pattern for each page up to page 14, discussing the picture, finding the content words and reading the text together.

- Review the predictions for the ending made earlier, then turn to page 16 to reveal the ending. Have the students discuss what they see in the illustration. Read the text together. Ask: Did you laugh when you read the ending? Why is it funny?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was this a clever idea that the author thought of to make a funny ending?
- Reread the story together. Notice the rhyming words at the end of each page, e.g. *bus/fuss*, *giraffe/laugh*, *stand/hand*.

Phonemic Awareness

- Recognise and produce words with the same sound: /z/. Say the words *buzz*, *fizz*, *zip*, *zap*, *jazz*, emphasising the /z/ sound for students to listen to and repeat. Think of other words that have a /z/, e.g. zoo, bizarre, zany, Zak. Listen to and say the words.

Phonics

- Discuss the name and sound of the letter z. Write cvc words *buzz*, *fizz*, *zip*, *zap*, *jazz* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *buzz*, *fizz*, *zip*, *zap*, *jazz*. Say them separately, then blend together slowly.
- Illustrate using alphabet letters for the word *buzz*, touching the letters as the sounds are made for the word.

Word Study

- Talk about the words *was*, *this*, *by*, *make*, *who*, *from*. Print the flash cards from the inside front cover and read them together. Ask students to locate and read the words throughout the book.
- On a piece of paper, students draw a picture from the story. They find the words in the story to match their picture. They write the words and read their sentence to a partner.

Fluency

- Model fluent reading of a section of the text emphasising the rhyming words for students to repeat. There are two rhyming words on each page, e.g. *bus/fuss*, *giraffe/laugh*, *stand/hand*. Notice how these help with fluency when reading the story.
- Discuss the ending and humour. Does this book make sense? Is it silly or bizarre? What do you think? Why?

Writing

- Have students make a sequence chain to help retell the story. Use arrows between each chain link, e.g. *mother/bus*, *girl/fuss*, *builder/giraffe*, *clown/laugh*.
- Students write a new story about something silly. They draw a picture first, then write the story. They can write the spoken words inside a speech bubble.

Home/School Link

Take the book home and any related activity done in class to share with family.