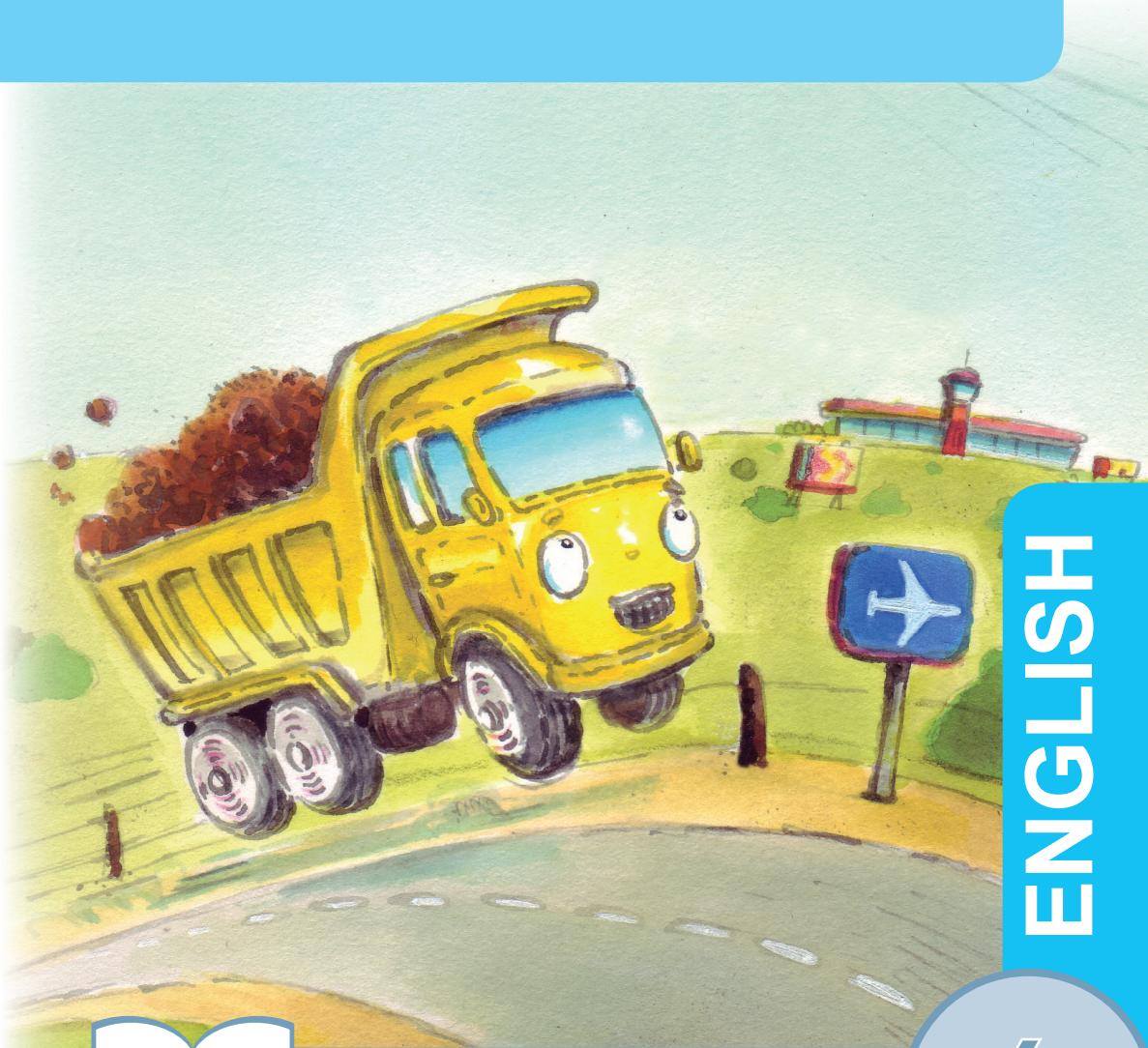


Chuck the truck



ENGLISH

Level:

2

Book

4



Group-guided reading

Before reading

- Page through the story the learners will read. Talk about the illustrations.
- Ask them to predict what the story will be about; based on the title and the pictures.
- Introduce new or difficult words prior to the learners reading the story.
- Make word cards to introduce new vocabulary. (See the list of new vocabulary in the back inner cover.)

First reading

- Learners should read the text individually.
- Learners should read silently or they can 'whisper-read' the text.
- Move from one learner to the next, requesting each learner to read a section of the text aloud.

Discussion

- Ask comprehension questions based on the text.
- Focus on phonics, sight words and vocabulary.
- You will find the activities in the back of this book useful to guide the discussion. (Select appropriate activities for the level of the learners.)

Second reading

- On subsequent days, let learners reread the book, either in pairs or alone.
- Focus on fluency, grammar and vocabulary.
- Let learners complete the group-guided activities which are included in the back of this book. (Select appropriate activities for the level of the learners.)

Let learners do a role play
if the text lends itself to it.



Learners should do the group-reading
activities after reading the story.

Let learners work in groups to complete the
appropriate group-reading activities included
in the back of the book. They should not
write in this book. Written activities should
be done in their exercise books.

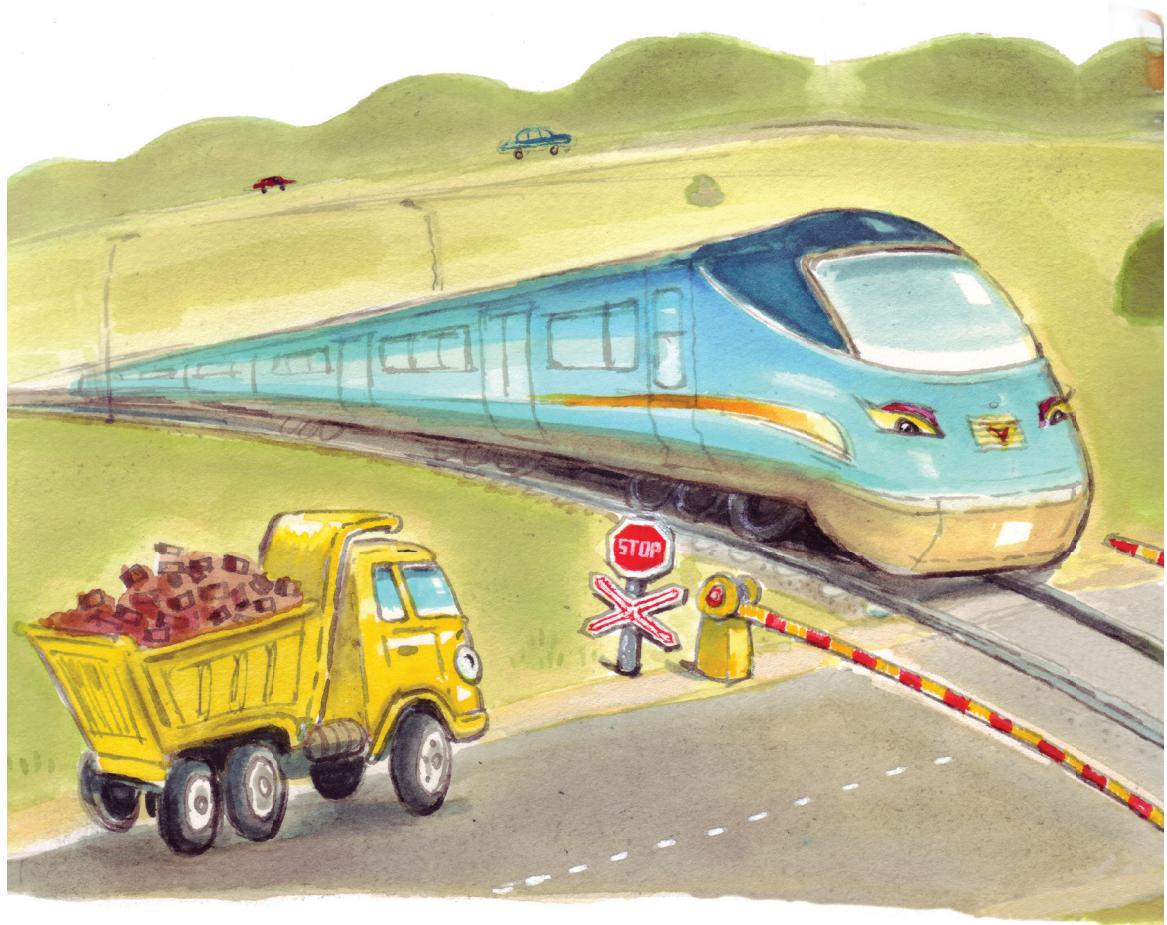
Chuck the truck



Chuck was a little yellow tipper truck. He wished he was big.

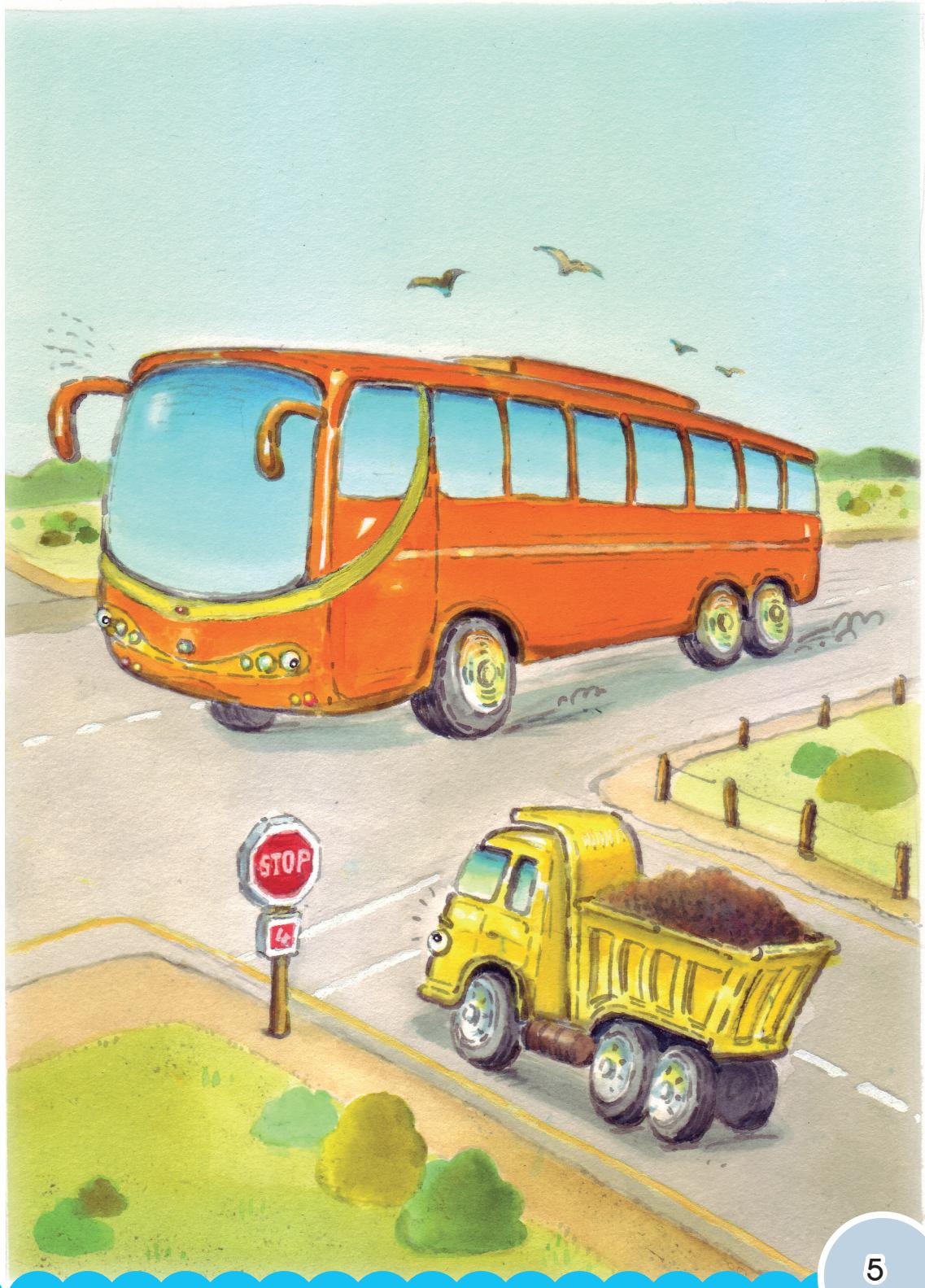
One day Chuck looked at a fast blue train that was speeding past.

"I wish I was a fast blue train," said Chuck.



Then, he saw a big orange bus.

"I wish I was a big orange bus," said Chuck.



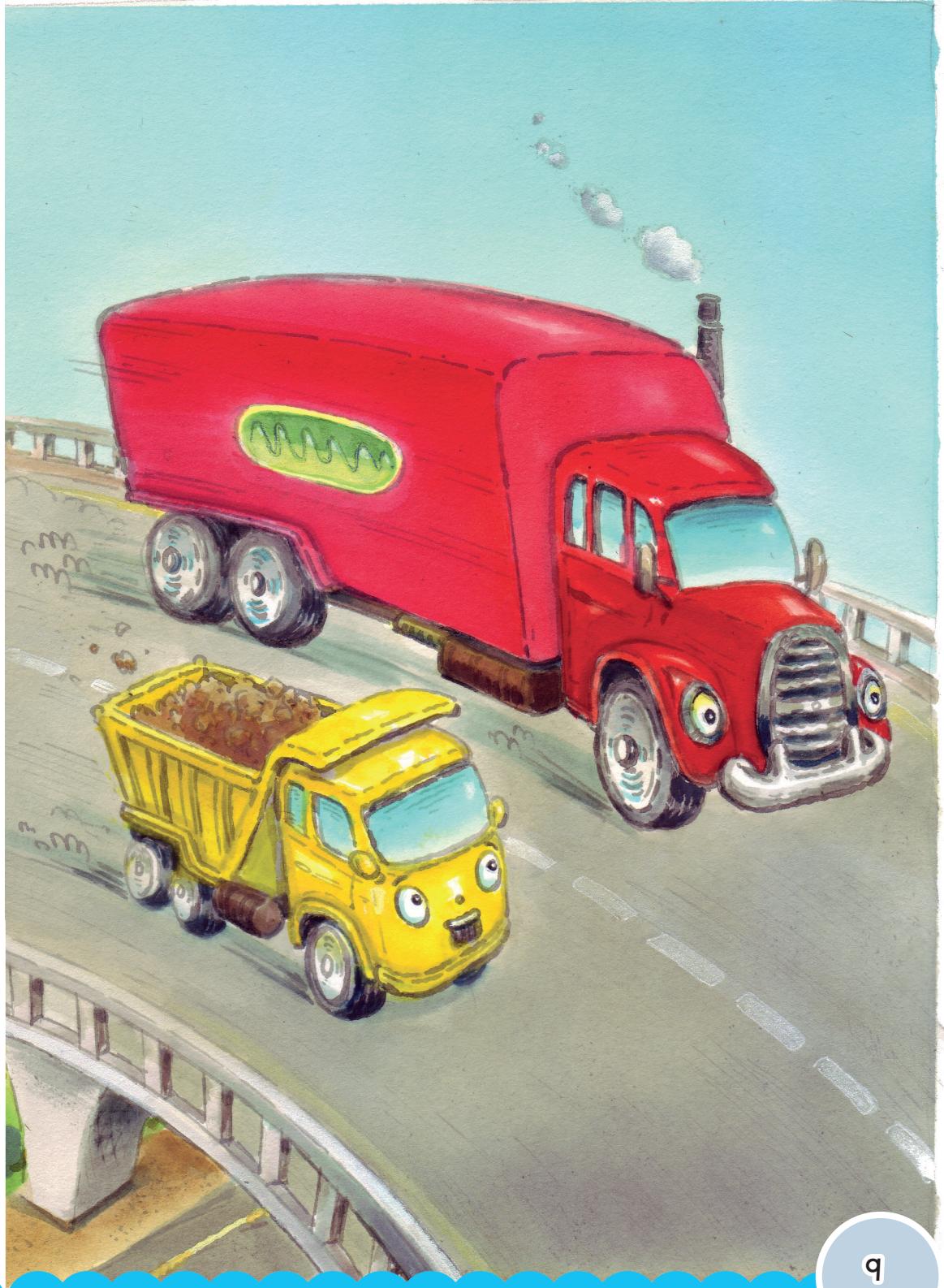
Later, Chuck saw a big shiny white plane flying high in the sky.

"I wish I was a shiny white plane," said Chuck.



Chuck looked sad when he saw a big red lorry.

"Oh, I wish I was a big red lorry," said Chuck.

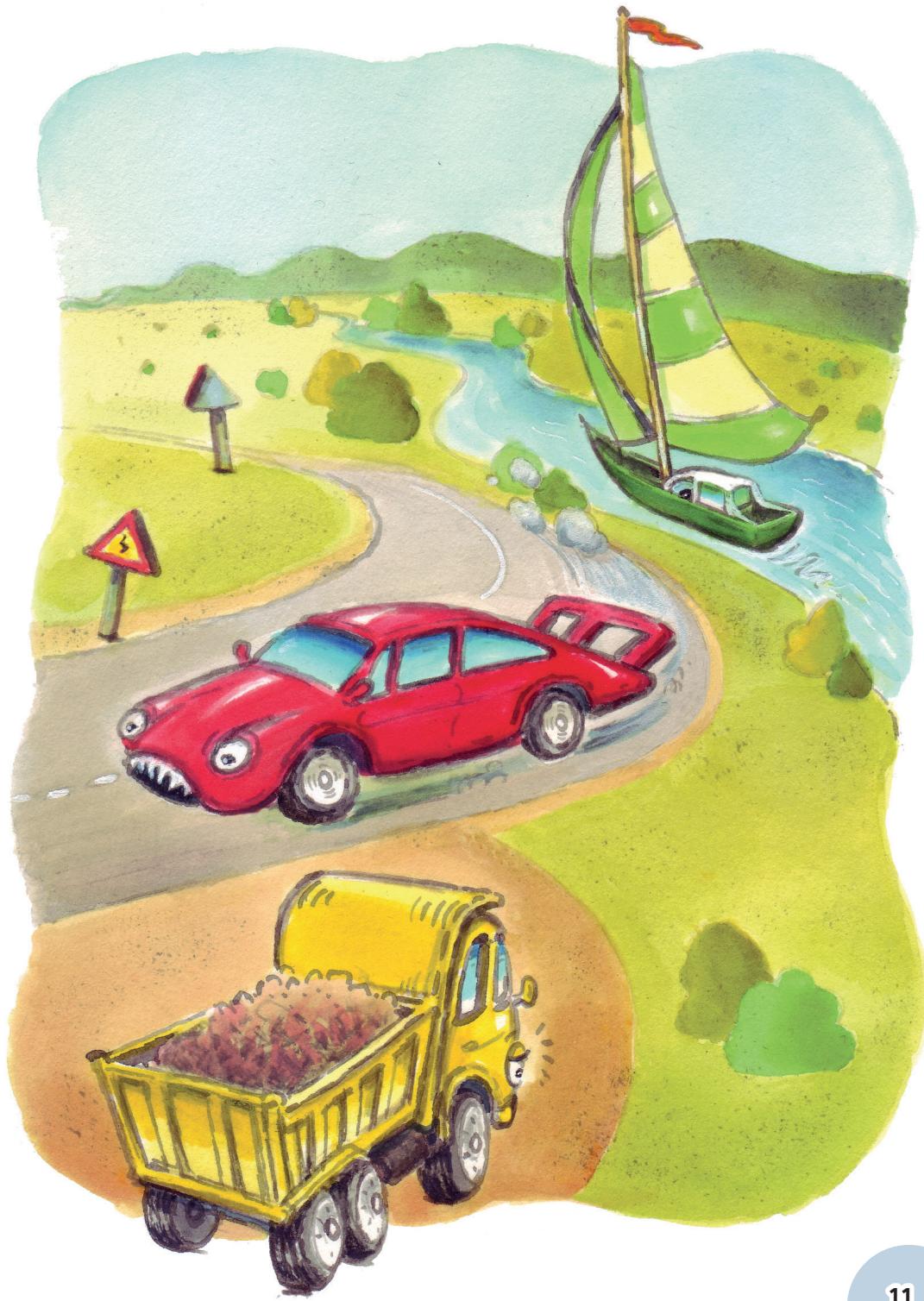


That afternoon, when Chuck was resting at the river, he saw a bright green boat.

"I wish I was a bright green boat," said Chuck.

Soon after, Chuck saw a fast red racing car.

"I wish I was as fast as the red racing car," said Chuck.



Suddenly, Chuck saw a little boy fall into the river.

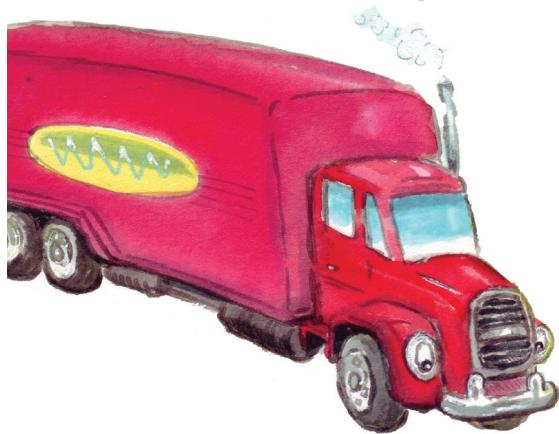
"Help!" shouted the boy. "Who will help me?"



"Not I," said
the train.
"I can't stop."



"Not I," said the bus. "I only stop
at bus stops."



"We can't," said the lorry and the
racing car.
"We can't go into water."



"Not I," said the plane.

"I am too high."

"I can't," said the boat.

"The wind is too strong
to turn."



"Then I will help you!" said the brave little truck.

He tipped off the stones he was carrying and lowered his tipper into the water so that the boy could climb out.

"Yippee!" shouted the little boy.
"I am safe!"

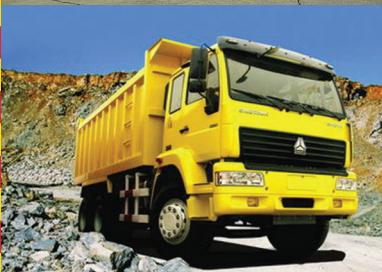


Yippee!

"Thank you brave yellow truck!"
said the boy.

You don't have to
be big to be brave.





Trucks

Tipper trucks carry heavy loads.
We use them for carrying sand and
bricks.

When they need to drop off the sand,
they tip the sand where it is needed.





Emergency vehicles

People who help us drive special vehicles.

Fire fighters in **fire engines** put out fires.

If you are sick we call an **ambulance**.
If there is a car accident, we call a **tow truck**.

We call a **rescue boat** if we need help in the sea.

If there is a serious accident, we call a **rescue helicopter**.

When we call the police, they come in a **police van**.

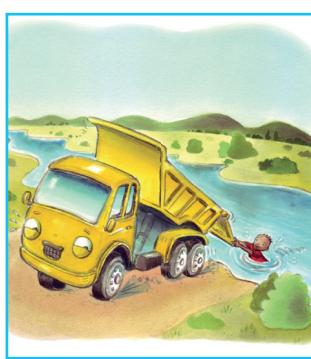
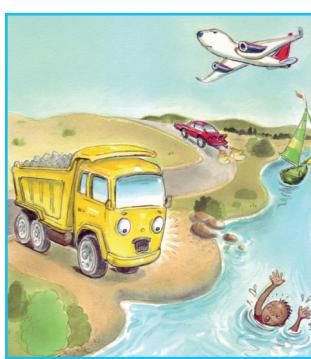
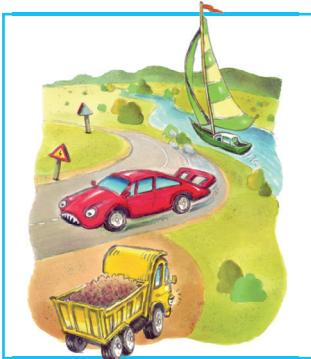
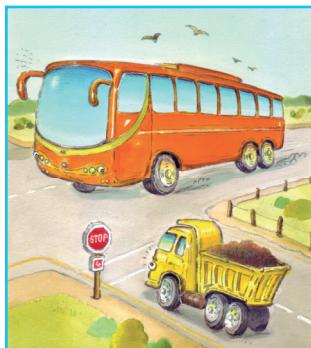
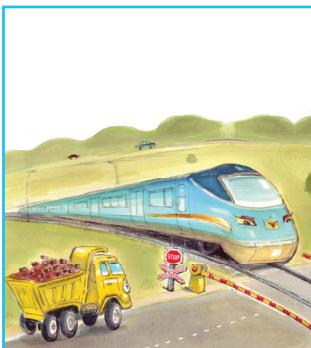


Group reading activities



1

Tell the story in your own words to your friend using the following pictures.



2

Read and answer the questions to your friend.

- What is the title of the story?
- What is the name of the main character?
- Name two things that Chuck wished to be.
- How do we know that Chuck was brave?

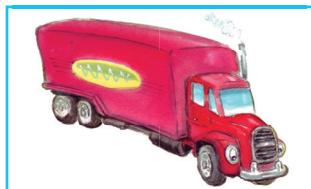


3

Why did these vehicles not help the boy?

Complete the sentences in your exercise book.

I can't help because ...





4

Write down the words in the first column. Then write down the words that rhyme with each of them.

truck	much	luck	lock
car	bar	cat	tar
boat	goat	moat	must
train	drain	crane	dream
fast	past	pest	last
fly	high	my	lie



5

In your exercise book, write two to four sentences about **Chuck the truck**.

Draw a picture to illustrate your story.

Write a caption for your picture.

GRADE 1 HOME LANGUAGE



Book 4

Title:	Chuck the truck
Language:	English
Level:	Grade 1 Home Language Reader Level 2 Book 4
Text type:	Narrative
Sight words:	was, little, big, fast, blue, yellow, small, white, red, green
Vocabulary:	Chuck, truck, tipper, train, bus, aeroplane, lorry, boat, racing car, brave, lowered
Phonics:	-as, -ig, -us, -ed, -ar, -ck, oa
Content, concepts and skills:	<ul style="list-style-type: none">▪ Use pictures to retell the story.▪ Read and answer comprehension sentences.▪ Complete sentences using a frame.▪ Identify rhyming words.▪ Write two to four sentences about a story.▪ Draw a picture capturing the main idea of the story.▪ Write a caption (heading) for your picture.

The CAPS requires teachers to allocate some time each day for focused group-guided reading.

In group-guided reading, teachers guide learners of a similar reading level, to read the same book, in a group.

The reading session should include a range of word attack skills and comprehension strategies that children require when reading.

Reading effectively also requires "text talk" between the teacher and learners, and amongst the children in the group. These books include a number of "text talk", comprehension and other related activities to help teachers direct group reading in their classes.

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**THIS BOOK MAY NOT
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I can read

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Animal Sports Day



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Dressing-up

Ben finds a new friend

Chuck the truck



The little red hen

Ann goes to the doctor

Dudu's dream