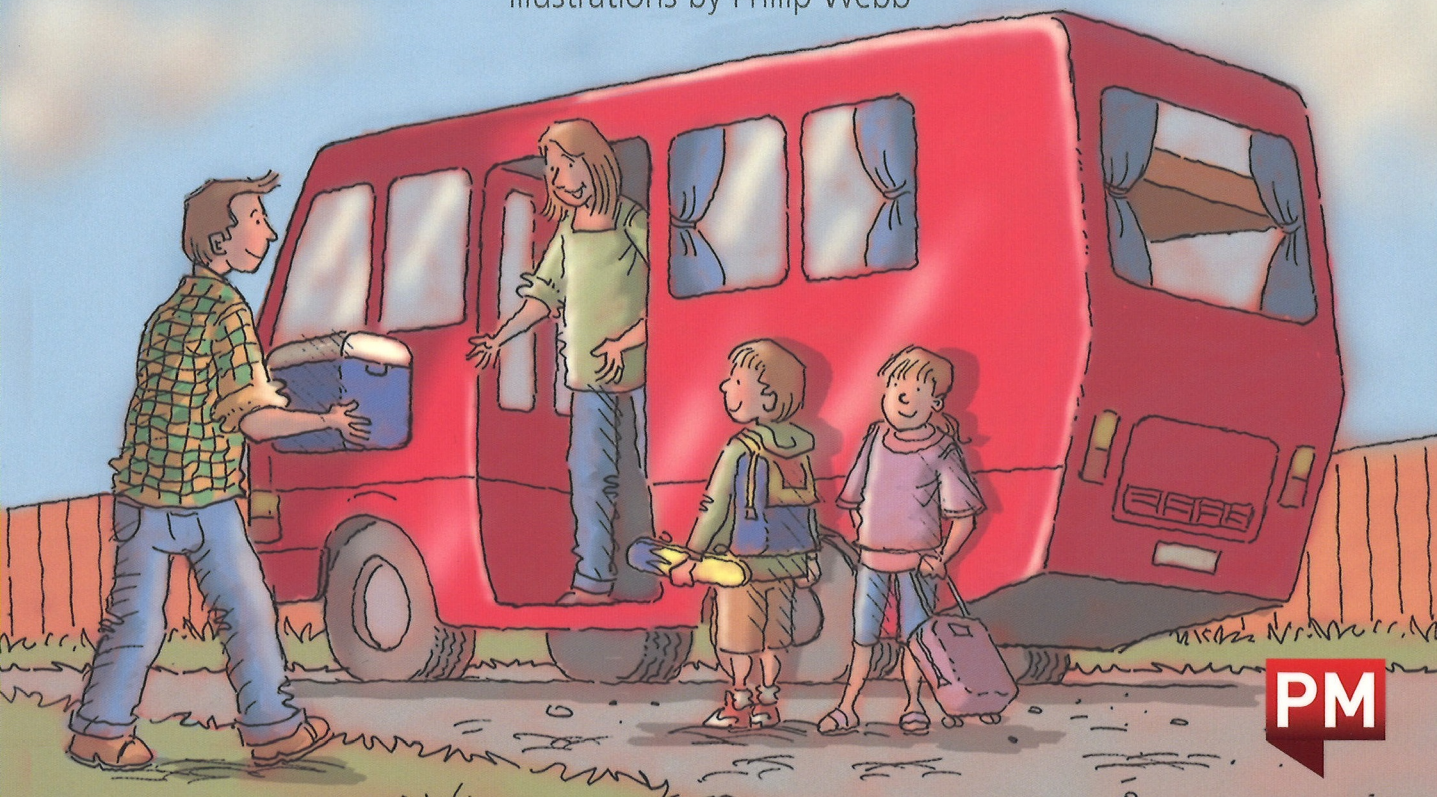
The Little Red Bus

Story by Beverley Randell
Illustrations by Philip Webb



PM

For teachers' inspection ONLY

The Little Red Bus

Level 13 **Running words** 222

Key High-frequency Words

buy, drive, fix, put, ready

Key Teaching Points

Introduce the story by studying the cover and title page illustrations.

After reading pages 2 and 4, predict what Mr Biggs will do with the little red bus. Continue reading silently to confirm predictions.

Discuss how the story unfolds logically. Encourage students to apply this insight to their own writing.

Key Questions

How did the children get home when the little red bus broke down? (*Literal*)

Why did Mr Biggs drive slowly home in the little red bus? (*Inferential*)

Why did it take such a long time to fix up the little red bus? (*Inferential*)

Word Study

Identify the *ay* sound in: *day, way, away, holiday.*

List the adjectives in the story.

Discuss the irregular past tense verbs: *break, broke; drive, drove.*

Links with other PM Books

PM Guided Reading Level 12 *The Flying Fish*
PM Guided Reading Level 14 *The Flood*

One day,

the little red school bus

broke down on the way home.

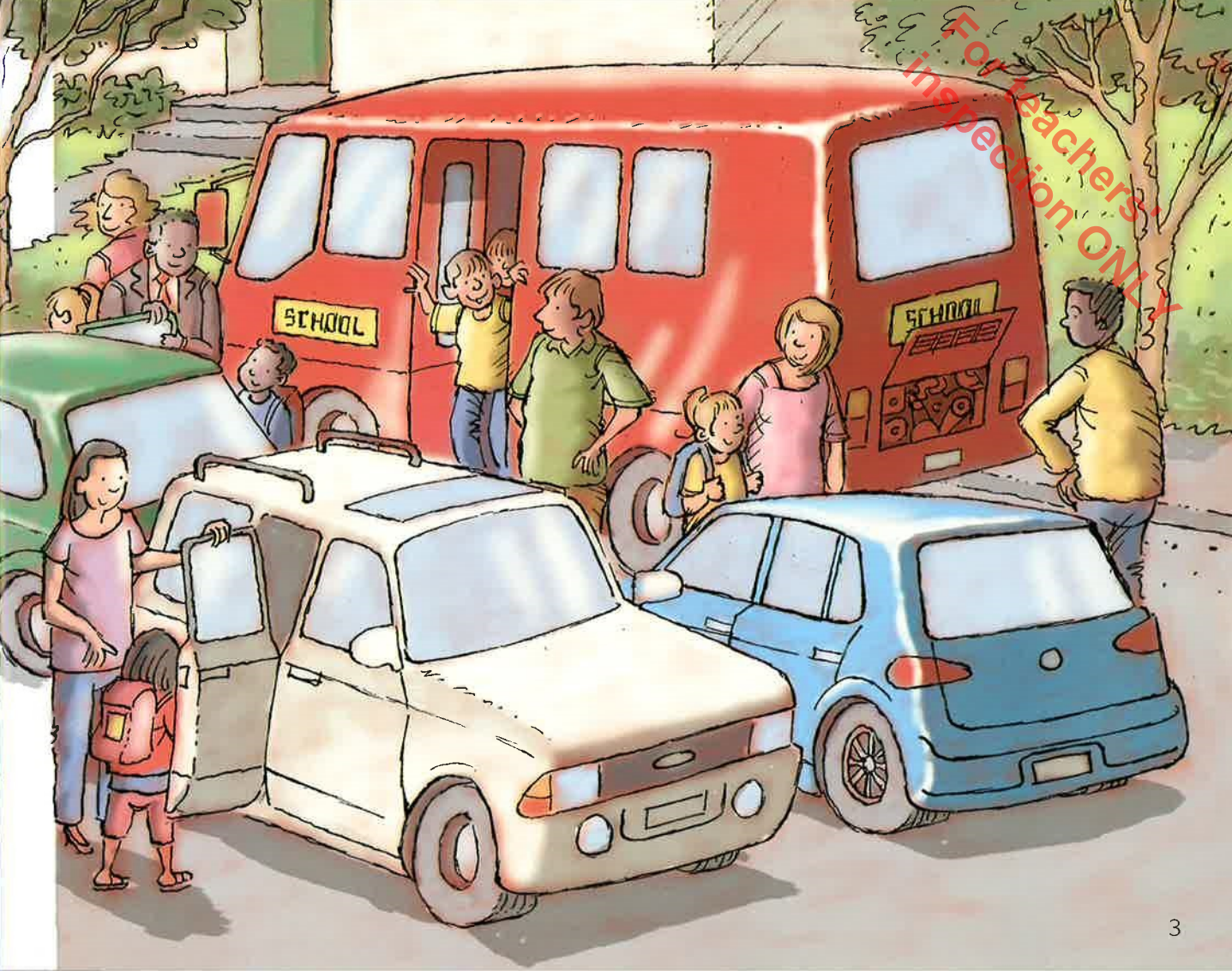
The mothers and fathers

had to come in cars

to get the children.



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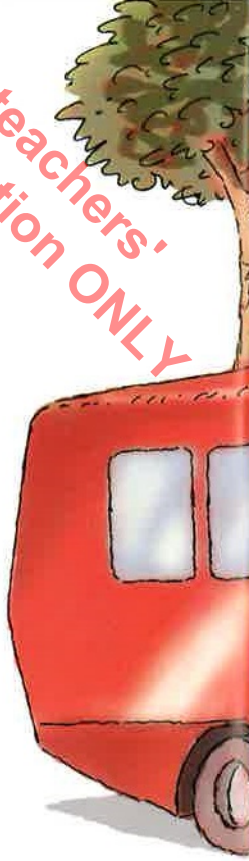
The next day,

a truck towed the little red bus

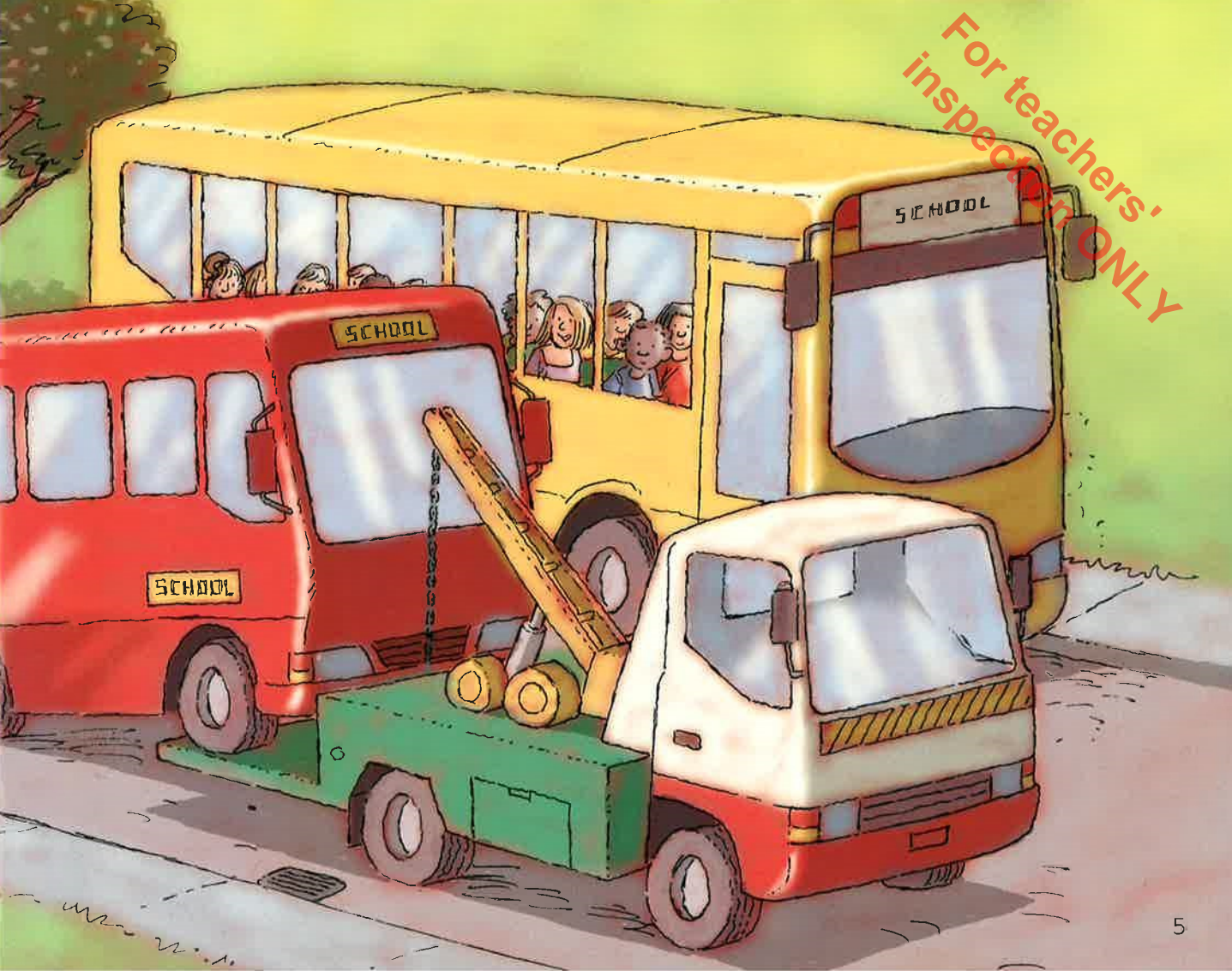
back to the garage.

The children went to school

in a new yellow bus.



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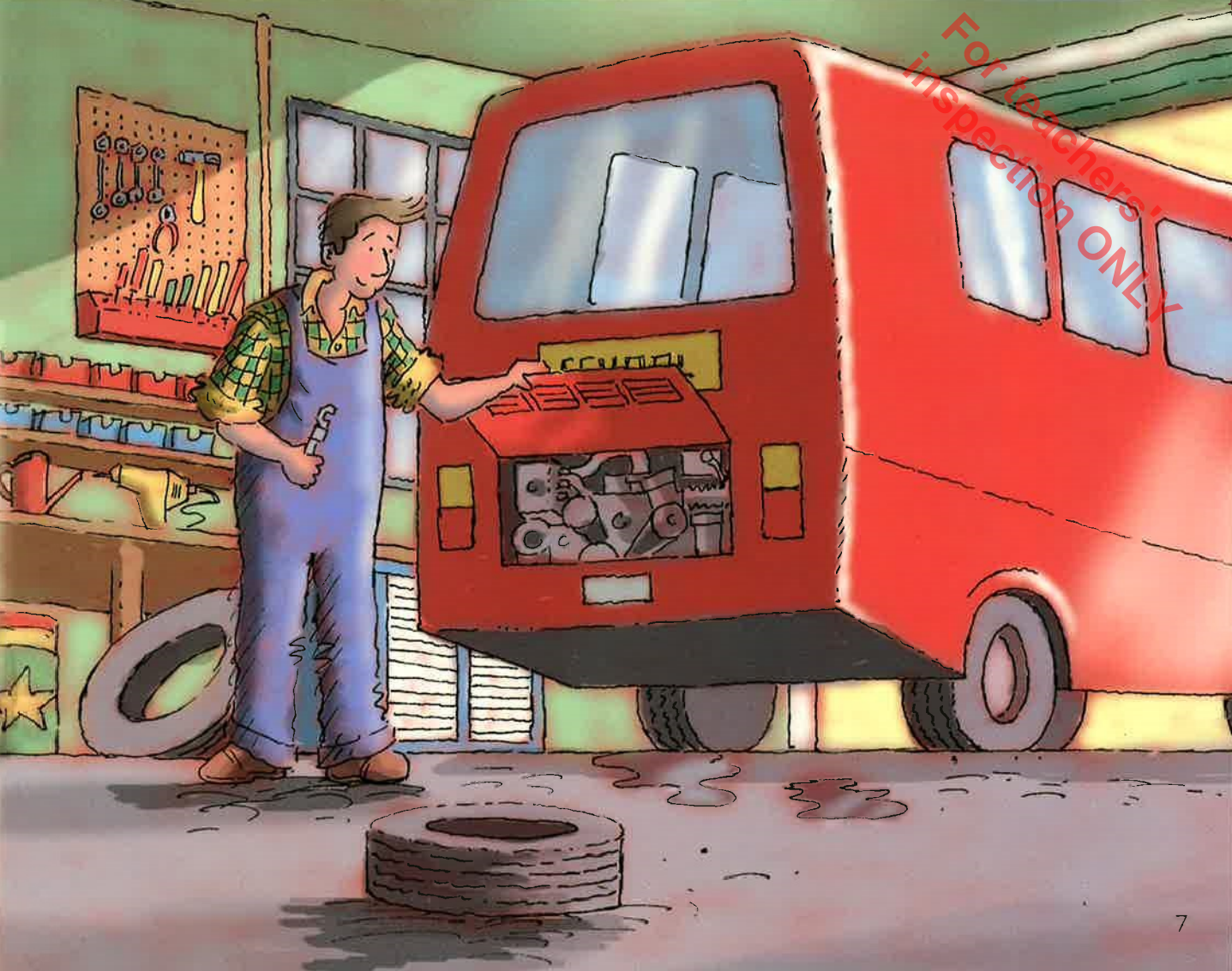


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Mr Biggs went to look
at the old bus.
He looked inside the engine.

"I can make it go again,"
he said.
"I'm good at fixing engines.
I will buy this old bus."



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