

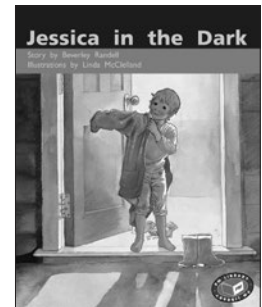
Jessica in the Dark

PM Level 16

Orange

Text Type Narrative

Running Words 364



Preparing for Guided Reading

Orientation to the text

- Re-read *The House in the Tree*, *Cows in the Garden* (PM Story Books Blue Level) and *The Waving Sheep* (PM Story Books Green Level). Discuss how close the tree house is to the house.

Prior knowledge

- This is the fourth story about Jessica, Daniel, Gran and Dad who live on a dairy farm. Jessica's kindness to her little brother is evident as she battles her fear of the dark to find Daniel's favourite toy.

Building the Balanced Reader

Vocabulary

Key vocabulary

brave, dark, everywhere, felt, keep, light, only, remembered, shaking, something

Content Words

bare, coat, face, favourite, hooted, hugged, shone, somewhere, torch, tucked, waiting

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of syllables to break words into readable units.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including applying prior knowledge, thinking aloud, attending to details in illustrations, re-reading and reading on.

Focusing on the story – guided reading

- Study the cover illustration and discuss why the story is called *Jessica in the Dark*.
- Discuss the illustrations in depth. Talk about what time it is, what the weather is like and what each character is doing. Read the text independently. Explain Gran's comment, "Dad will be coming in from the milking shed, soon", to students who have little experience of dairy farms.
- Comment on Daniel's distress about his missing toy.

- Read pp. 8–10 to the children. Pattern the phrasing and use a voice tone that suggests Jessica's emotions. Ask the following questions: What pushed against Jessica's legs and frightened her? Why did Jessica kick off her boots before she climbed the rope ladder?
- Ask the children why Jessica was still shaking.
- Talk about why Jessica needed to rush back to the safety of the house.
- Talk about the warmth of Jessica's and Daniel's relationship and also Gran's kind comment, which made Jessica feel better about her fear. Daniel was right when he said "Jessica's brave ...". Why?
- Look at letter clusters –ark in dark, park; –ight in night, light. Make lists of other words that contain these letters.
- Suggest opposites for these words: wet, white, remembered, outside, found
- Revise the use of exclamation marks to show surprise or expression.

Comprehension

- What did Daniel's favourite toy look like? (*Literal*)
- Was Rex wet when Jessica found him? (*Inferential*)
- How old is Jessica? (*Inferential*)

Follow-up activities

- Ask students to describe their favourite toy when they were younger. Where did they play with it? Where did they get it? How long did they have it?
- Ask which students are afraid of the dark. Encourage them to recall occasions when they had to be in the dark and they were afraid. Explain that being afraid is often brought about by not knowing what is in the immediate surroundings.

Jessica in the Dark

Date _____

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Learning Intentions

- We are learning to apply knowledge of syllables to break unfamiliar words into readable units.
- We are learning to integrate meaning, language structures and visual information as we read.

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Success Criteria

- I can use my knowledge of syllables to assist me to decode unfamiliar words.
- I can use a variety of skills and strategies to understand what I read.

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Guided Reading Notes

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