

Playing with Jip

PM Levels 5/6

Red

Text Type Recount

Running Words 93



Preparing for Guided Reading

Orientation to the Text

- Explain that a recount tells a series of events that have happened.
- Read the title and discuss the cover photograph. Explain that the title gives an indication of what the events are about. Introduce the main characters.
- Turn to the title page. Read each chapter heading and page number. Find these headings in the book. Explain that each chapter is an event.
- Study the photographs on each page. Ask questions that require students to make predictions, e.g. *Why does Jip run after Mia?*
- Explain the purpose of the glossary on page 16. Find the glossary words within the book. Notice that they are presented in bold font.

Prior Knowledge

- This recount is the first book in the series about Kris and his family. Kris and his younger sister, Mia, are playing in the garden with a ball, when their pet dog, Jip, joins in the game.

Building the Balanced Reader

Concepts About Print

- Introduce the structure of a sentence.
- Revise capital letters and full stops.
- Understand the concept of first and last words.

Vocabulary

Key High-frequency Words

after, back, hid, inside, liked, played, today, with

Content Words

ball, Jip, Mia, play tent, yard

Decoding

- Reinforce correct left-to-right eye movements when reading return-sweep sentences.
- Explain why the words *today* and *inside* are compound words.
- Differentiate between words that begin with the same consonant: *we, with; ball, back; looked, liked*.
- Change the onset of consonant-vowel-consonant words, e.g. *Jip, tip; ran, can*.

- Locate the words: *too, to*. Explain that although they are pronounced the same, they are spelt differently and have different meanings.
- Discuss the ending *-ed* in *played, looked, kicked* and *liked*.

Fluency and Phrasing

- Explicitly model how to cross-check print details against meaning and structure. Ask, *Does that word sound right? Does it make sense? Does it look right?*
- Explicitly teach students to pause at line breaks. Explain that this enhances their ability to read with natural phrasing.
- Reinforce the structure of a recount.

Focusing on the Book – Guided Reading

- Invite students to retell the events in the sequence in which they happened.
- Encourage students to search for details in the photographs that support meaning.
- Locate the time and sequence word *today* that indicates *when* the events took place.
- Locate capital letters at the beginning of names, e.g. *Mia, Jip*.
- Revisit the purpose of full stops, i.e. *a full stop comes after the last word in a sentence and tells us the sentence is finished*.

Comprehension

- What was the dog's name? (*Literal*)
- Where did Kris and Mia play with Jip? (*Literal*)
- Where did Mia hide? (*Literal*)
- Why did Jip run after Mia? (*Inferential*)
- Why did Jip look inside the play tent? (*Inferential*)
- How do you know that Kris and Mia had fun playing with Jip? (*Inferential*)

Follow-up Activities

- Learn more about dogs. Read *Our Dog* in the **PM Science Facts** series (PM level 5/6) with the students. Ask for students' assistance in the shared writing of a wall story called 'Our Dog, Honey' using information in the book to stimulate discussion.

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Date _____

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to make connections with the text.

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Success Criteria

- I break word up by using my knowledge of letters, sounds and spelling patterns to help me to read unknown words.
- I can make and discuss connections between the text and my own life.

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Guided Reading Notes

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