

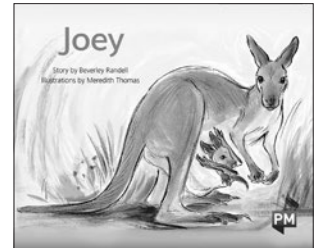
Joey

PM Level 14

Green

Text Type Narrative

Running Words 238



Preparing for Guided Reading

Orientation to the Text

- Show students part of a wildlife video about kangaroos. New words and concepts, important to the story, can be readily absorbed in this way, e.g. *pouch, joey, kangaroo*.

Prior Knowledge

- Joeys of the two largest kangaroo species (big reds and eastern greys) still ride in their mother's pouches when they are seven months old. They are big and heavy enough to slow down a kangaroo doe who is trying to escape from dingoes. To save herself, the doe makes her pouch muscles relax, and spills the joey. Often the kangaroo doe returns to rescue her young one when danger has passed.
- Tension is strong in this story – the joey is in danger from p. 7 to p. 17. Tension will keep students turning the pages and help them to read the longer sentences and rhythmic 'literary' language.

Key Language Structures

- Some sentences contain a dependent and an independent clause, e.g. *She made Joey fall into the grass as she went past.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

being, catch, fall, heavy, himself, smell

Content Words

kangaroos, pouch, smell, still, wanted

Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments.

Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e.g. *Read that sentence again. The words have to make sense and sound right.*
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ... ? How did you know that word was ... ?*

- Emphasise reading with fluency that encompasses understanding. Read sentences from the text to model changes in tone, pitch and volume.

Focusing on the Book – Guided Reading

- Assist students to understand that pp. 3–5 are full of information about the habits of kangaroos, and the comfort joeys get from their mother's pouches, even when they are surprisingly big.
- After reading the text on p. 9 make sure students understand why the mother kangaroo is being slowed down. Ask, *What can she do about it?* See if students are able to predict what the mother kangaroo does.
- After reading p. 11 ask students what they think could happen to Joey.
- After reading p. 15 together, and making sure students realise the wild dogs have not found Joey, ask students what the new danger is. (The intense cold of inland Australia at night.)

Comprehension

- How did Mother Kangaroo know some dogs were coming? (*Literal*)
- Why didn't Joey like being out of his mother's pouch for very long? (*Inferential*)
- How did Mother Kangaroo find Joey? (*Inferential*)

Follow-up Activities

- Paint a large mural of the landscape featured in the story. Talk about the colours that were used and why.
- Re-read *Joey*. Ask students to discover facts about kangaroos from the story. Give students the opportunity to choose from a variety of methods to record the information: write the facts on folded card and add to the landscape scene; make a large chart in pairs with the facts recorded on the computer; complete a small project book divided into topic sections, e.g. Baby kangaroos eat ... Baby kangaroos live ...
- Write a topic dictionary of words about kangaroos.
- Write the word *marsupial* on a white board. Talk with students about its meaning. Record all ideas. Supply students with books and pictures of other Australian animals. As a group, identify other marsupials. Draw pictures and write the names of other marsupials onto a large chart.

Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell the events in the text and include details that elaborate on the main ideas.

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Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.

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Guided Reading Notes

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