

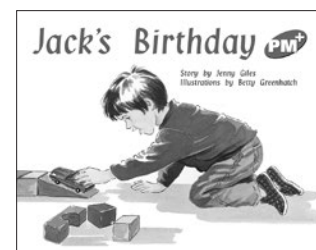
# Jack's Birthday

PM Level 4

Red

**Text Type** Narrative

**Running Words** 89



## Preparing for Guided Reading

### Orientation to the Text

- Re-read *Photo Time* and *Jack and Billy* (PM level 3). Discuss the characters of Jack and Billy.
- Talk about how students feel when they are opening presents.

### Prior Knowledge

- This is the third story in the **PM Plus** series about Jack and Billy. In this story, Jack receives a new car for his birthday from his mother and father. Billy is envious and the car disappears. Dad comes to the rescue and all is well.

## Building the Balanced Reader

### Concepts About Print

- Link the visual pattern and sound of the initial upper-case letters: *M* – Mum, *D* – Dad, *J* – Jack, *B* – Billy.
- Encourage picture interpretation. Focus on the details that help to predict text.
- Pattern voice intonation to increase meaning.

### Vocabulary

#### Key High-frequency Words

*down, not, red*

#### Content Words

*car, thank you, Mum, Dad, Look, up, garage, see*

### Decoding

- Locate some high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and differentiate between the purpose of a full stop and a comma.
- Change voice to apply the purpose of quotation marks.

### Focusing on the Book – Guided Reading

- **Cover** Students will recognise Jack and Billy from previous books. Talk about the game Jack is playing with his car.

- **Pages 2–7** Discuss the present that Jack has received for his birthday and how young students react to siblings receiving presents. Comment on the fact that Billy is watching Jack.
- **Pages 8–9** Observe this illustration closely. Discuss what both boys are doing.
- **Pages 10–11** Have students predict what has happened to the car based on the previous illustration and their experiences with younger siblings.
- **Pages 12–16** Discuss how Dad is involved in solving Jack's problem.

### Comprehension

- What did Jack thank his mum and dad for? (*Literal*)
- Why was Jack given a car and not Billy? (*Inferential*)
- How did Jack feel when his car wasn't in the garage? (*Inferential*)

### Follow-up Activities

- Invite students to talk about their birthdays and presents that they have received. Have them draw or paint their presents and write captions.
- In the classroom, have students make a garage with blocks. Extend them further by asking them to make a road for the toy vehicles to travel along. Captions can be used to describe the cars in the garage.

# Jack's Birthday

Date \_\_\_\_\_

PM Level 4

Red

## Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

• \_\_\_\_\_

## Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks in text.

• \_\_\_\_\_

## Guided Reading Notes

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