

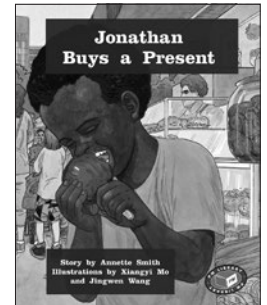
Jonathan Buys a Present

PM Level 17

Turquoise

Text Type Narrative

Running Words 359



Preparing for Guided Reading

Orientation to the text

- Ask students to share their experiences of shopping at a market. Introduce the word *stall*. Talk about the wide range of things that can be bought at a market. Discuss the noise and exciting atmosphere.

Prior knowledge

- This new story about Jonathan and his parents is set in an inner city market. Jonathan tries to find just the right present for his grandfather. Jonathan Little has been met before in *Lost at the Fun Park*, *Pete Little* and *The Flying Fish*.

Building the Balanced Reader

Vocabulary

Key vocabulary

corner, lick, telling

Content Words

bite, bought, marbles, market, puppet, shone, stall, toffee, vegetables

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of prefixes and suffixes to assist in decoding unfamiliar words.
- 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; attending to print details.

Focusing on the story – guided reading

- Read the title together and study the cover illustration. Re-introduce Jonathan as a character who has appeared in three other PM Story Books.
- Take time to study the market scene on pp. 2–3. Notice the different stalls, the stall holders and the cultures that make up the crowd. Ask students to read these two pages and suggest why the book was given its title.

- Ask students if there could have been another reason why Jonathan wanted to buy the toffee apple for Grandad.
- After reading p. 6, ask students to predict what Jonathan will do next.
- Discuss why Jonathan has now decided to keep the marbles rather than give them to Grandad. Ask students why Jonathan has changed his mind.
- Talk about Jonathan's anxiety and the new problem that he faces.
- After reading pp. 14–15, students may want to guess what Jonathan has bought. Check how accurately students use the text and illustrations to direct their predictions.
- The children should be aware that both Mum and Dad are just as enthusiastic about Jonathan's choice of gift as he is himself.
- Revise and expand contractions used in the text, e.g. *I'll*, *isn't*, *can't*, *I've*, *that's*, *I'm*
- Locate the words *and* and *because* that are used to join two ideas in a sentence, e.g. *He held them up and looked at them. Grandad would have lots of fun with a puppet because he likes playing tricks.*

Comprehension

- Why couldn't Jonathan give the toffee apple to Grandad? (*Literal*)
- Why didn't Jonathan buy the crocodile puppet? (*Inferential*)
- What was Jonathan hiding behind his back when he met Mum? (*Inferential*)

Follow-up activities

- Ask students to discuss occasions when they have bought a present for another person. How did they feel? What did they buy? Why?
- Encourage students to list three items they would like to buy a friend. For each item, ask students to list reasons why that would be a good present. Then ask them to decide which is the best present to buy.

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Learning Intentions

- We are learning to explicitly refer to the illustrations to gain a deeper level of understanding of the text.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.

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Success Criteria

- I can use the illustrations to provide additional information to help me understand the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, rereading and reading on to gain a deeper understanding of the text.

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Guided Reading Notes

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