

# Dad and Jazz

PM Levels 11/12

Blue

**Text Type** Recount

**Running Words** 167



## Preparing for Guided Reading

### Orientation to the Text

- Explain that the book is a recount. Recall that a recount tells a series of events that have happened.
- Read the title. Discuss the cover photograph. Emphasise the reciprocal relationship between Marty and Jazz, a trained guide dog.
- Turn to the title page. Read and discuss the chapter headings. Notice that the events are ordered from *getting ready to home again*. Explain that each chapter is an event.

### Prior Knowledge

- Marty, who is visually impaired, and his guide dog, Jazz, are the characters in *A Guide Dog* (PM levels 11/12).

### Key Language Structures

- Time and sequence words order the events in the text, e.g. *On Saturday, Then*.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*along, cross, left, them, time, was*

#### Content Words

*guide, harness, left, road, traffic*

### Decoding

- Encourage quick recognition of high-frequency words.
- Provide support when students apply their knowledge of letter-sound relationships to decode or check unknown words. Ensure that students are cross-checking their decoding attempts against meaning and structure.

### Fluency and Phrasing

- Reinforce the importance of pausing at line breaks. Ensure that students understand how this improves reading fluency.
- Encourage students to recognise errors independently. Provide positive feedback when students have taken responsibility for re-reading or searching further.

### Focusing on the Book – Guided Reading

- Study the photographs on each page. Ask questions beginning with *who, when, where* and *why* to reinforce the structure of a recount. Discuss reasons for sequencing the events. Talk about why the senses of hearing and smell are very important to visually impaired people.
- Discuss the glossary on page 16. Find the glossary words within the book. Notice that they are presented in bold font.
- Find these personal pronouns: *they, them*. Locate the nouns the pronouns replace.
- Find adjectives that describe size or colour, e.g. *big, green*. Notice the placement of adjectives.
- Find words in the book that have the blend *st* in an initial or final position.
- Talk about these irregular past tenses: *went, was, got*. Write other tenses for each of these words.
- Talk about the irregular verb *to have*: *have, has, having, had*.
- Find prepositional phrases in the book, e.g. *by the beach, out the gate, over the road*.
- Locate the words *safe* and *safely*. Add the suffix *-ly* to form new words: *slow, slowly*.
- Discuss the purpose of the commas in *click, click!*
- Revisit recognition of days of the week.
- Locate possessive apostrophes in the book: *Jazz's harness, Dad's left side*.

### Comprehension

- When did Jazz and Dad go for a walk to the beach? (*Literal*)
- What was the first thing Dad did before they went out the gate? (*Literal*)
- What did Dad and Jazz do at the beach? (*Literal*)
- What is a guide dog? (*Inferential*)
- Why did Jazz stop walking at the traffic lights? (*Inferential*)
- How did Marty know that he and Jazz had reached the beach? (*Inferential*)

### Follow-up Activities

- Read *I Am Blind* (PM levels 11/12) with students. Talk about Braille, the range of technical tools available for people who are blind, and how these can be used for reading and writing.

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Date \_\_\_\_\_

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## Learning Intentions

- We are learning to recognise time and sequence words that order events in the text.
- We are learning to use our knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.

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## Success Criteria

- I can identify time and sequence words that are used to order events in the text.
- I can use my knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.

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## Guided Reading Notes

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