

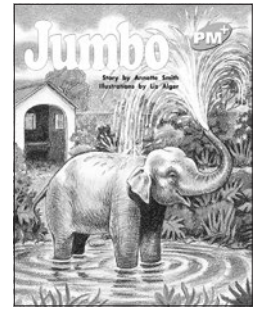
Jumbo

PM Level 8

Yellow

Text Type Narrative

Running Words 133



Preparing for Guided Reading

Orientation to the Text

- Show students a variety of photographs of elephants in the wild and in captivity helping people. Use *Elephants* (PM level 18/19) as a reference.
- Introduce the book by explaining that the title is the name of the elephant in the story. Establish the fact that Jumbo is in a zoo. Point out the water coming out of his trunk.
- Read the text with students and talk about how Jumbo is trying to get cool and how he solves the problem in the end. Point out that Jumbo's ears flap like a fan, helping to cool him.
- Remind students to place emphasis on bolded words.

Prior Knowledge

- Ask students to talk about what they know about elephants and their behaviour. Have they been to the zoo? What other animals did they see there?
- This is a fantasy story but includes true facts about the behaviour of the Indian elephant. The story is told in the present tense.

Key Language Structures

- Locate prepositional phrases that add information about where and when, e.g. *Jumbo likes to play in the river on hot days. He goes down to the river to get some water.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

down, inside like, today

Content Words

elephant, flaps, house, splash, trunk, walking, zoo

Decoding

- Teach students to apply their phonemic awareness to decode or predict words, e.g. *spl-a-sh, e-l-e-ph-ant, tr-u-nk*.

Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.

- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

Focusing on the Book – Guided Reading

- Read the text with the students. Discuss why the lions are quite happy sleeping in the hot sun.
- After reading pp. 4–5, ask, *What could Jumbo do to cool off in the hot sun?*
- Suggest that students use their hands in the same way that Jumbo flapped his ears.
- Discuss why it would be hot inside Jumbo's house. Predict what he could do to cool off.
- Encourage an in-depth study of each illustration for the details that will assist with the decoding of the text. Observe students' self-monitoring strategies as they read.
- Remind students to place emphasis on bolded words.
- Encourage cross checking meaning with visual cues.
- Scan for the endings: *looks, gets, goes, comes, likes*.
- Talk about the compound words: *into, inside, today*. Break the words down into the two smaller words.
- Talk about the sound words (onomatopoeia) *splash* and *flap* with students.

Comprehension

- What was Jumbo doing at the beginning of the story? (*Literal*)
- Why did Jumbo go down to the river? (*Inferential*)
- Why did Jumbo like to play in the river? (*Inferential*)

Follow-up Activities

- Let students choose their favourite zoo animal to paint or model in clay. Help students to add an appropriate caption. Photographs from magazines or calendars with accompanying captions would make a helpful display.

Learning Intentions

- We are learning that a narrative text has an orientation, complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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Guided Reading Notes

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