

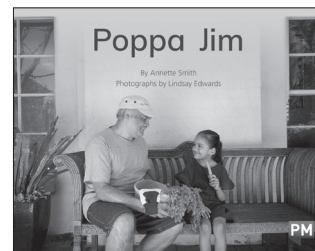
# Poppa Jim

PM Level 8

Yellow

**Text Type** Description

**Running Words** 142



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand that *Poppa* is another word for grandfather.
- Students should understand that older people cannot always do everything that younger people can.

### Orientation to the Text

- Poppa Jim is very old, but he still does lots of things including gardening, riding his bike and picking his grandchildren up from school. Soon it will be his birthday.

### Key Language Structures

- Sentences of increasing length are featured in the text, including some complex sentences.
- A range of proper nouns, such as people's names and days of the week, is incorporated in the text.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*by, clever, cold, house, of, plants, reads, us, very*

#### Content Words

*beans, birthday, brother, carrots, garden, path, river*

### Decoding

- Discuss the long 'i' sound in words such as *bike*, *ride* and *like* as they occur in the text.
- Look at the word *beans* on page 8. Ask students what other words they know with the same ending that might help them read the word.

### Fluency and Phrasing

- Discuss with students the difference between commas and full stops. Together, practise how long to pause for each type of punctuation.

### Focusing on the Book – Guided Reading

- Look carefully at the cover images and read the title of the book. Discuss which of the people on the cover is Poppa Jim and ask students to suggest what they think he enjoys doing.
- Read page 2 together. Point out the word *birthday*. Ask, *What smaller word can you see at the end of this word? What word is at the start?*

- Continue to page 7. Explain that, like *birthday*, the word *inside* on page 6 is a compound word. Ask, *Which two smaller words make up this word?*
- Continue to page 9. Review students' predictions about what Poppa Jim likes doing compared with what students have read so far. Invite them to suggest other things that Poppa Jim enjoys.
- Read to page 13. Discuss why students think Poppa Jim picks the children up from school and what they might do together.
- Look at page 14. Point out the apostrophe in *Poppa Jim's* and ask students why it is there.
- Read to the end of the story. Ask students to suggest what the ending shows about Poppa Jim and what he likes to do.

### Comprehension

- Where does Poppa Jim like to ride his bike? (*Literal*)
- Why does the girl say that Poppa Jim is very clever? (*Inferential*)
- Do you think Poppa Jim likes spending time with his grandchildren? (*Inferential*)

### Follow-up Activities

- Ask students to find the words in the text that refer to family members, such as *brother* and *Mum*. Make a list of other nouns that are used for relatives.
- Instruct students to think about what their own grandparent or another older person in their life is like. Discuss what they like to do and how students might describe them. Make a short video of each child talking about their chosen person to share with them at a grandparents' day or online.
- Choose a song to teach students that they could either sing at grandparents' day or perform at a local senior citizens home. Discuss with students why this is an important activity.
- Talk with students about whether they liked the text, encouraging them to justify their opinions. Support students to write and illustrate a simple book review that can be shared with the class.

Learning Intentions

- We are learning to read unfamiliar words.
- We are learning to predict as we read.
- \_\_\_\_\_

Success Criteria

- I can use words I know to help me read new words.
- I can use the text, pictures and my own experiences to predict what will be in the text.
- \_\_\_\_\_

Guided Reading Notes

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