

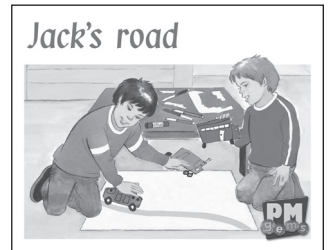
Jack's road

PM Level 2/3

Magenta

Text Type Narrative

Running Words 48



Preparing for Guided Reading

Prior Knowledge

- Talk with students about the way vehicles need to share the road and leave space for each other.

Orientation to the Text

- This is one of several books about Jack and Billy. In this story, Jack and Billy draw and cut out vehicles that they place on a road diagram on the floor. Jack is initially reluctant to share the road with Billy.

Key Language Structures

- Story told entirely through dialogue.
- Short, observational and exclamatory sentences.
- Use of questions in dialogue.

Building the Balanced Reader

Concepts About Print

- Talk about questions and use of the question mark.
- Ensure the procedures of directionality and return sweep are secure.
- Confirmation of word attempts using the initial letter.

Vocabulary

Key High-frequency Words

at, Can, go, is, Look, My, my, on, said, the

Content Words

road, car, bus, truck

Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Recognise words with the support of meaning and language and structure.

Fluency and Phrasing

- Point and read at a consistent steady rate.
- Slow down to problem solve words and resume reading at a consistent steady rate.
- Change voice to differentiate between Jack and Billy.

Focusing on the Book – Guided Reading

- **Cover** Identify Jack (wearing blue) and Billy (wearing red). Ask, *What kinds of vehicles do you think Jack and Billy have drawn?*
- **pp. 2–3** Direct students to look at the poster on the floor. Ask, *What do you think the boys might do with the road?*
- **pp. 4–5** Discuss what Jack's car is made from. Ask, *Do you think Billy will want to place a vehicle on the road too?*
- **pp. 6–7** Billy has now finished drawing a bus. Ask, *Do you think Jack will let Billy put his bus on the road?*
- **pp. 8–9** Discuss how pleased Billy is with his bus drawing. Ask, *Do you think Jack is interested in Billy's bus?*
- **pp. 10–11** Now that Billy has cut out his bus, he is asking Jack again if it can go on the road. Ask, *Do you think Jack has changed his mind about sharing the road with Billy?*
- **pp. 12–13** Ask, *How do you think Billy feels that Jack isn't showing any interest in his bus?*
- **pp. 14–15** Jack has now placed his truck on the road too. Ask, *Do you think Billy's bus could fit on the road?*
- **p. 16** Talk about the happy conclusion for both characters. Ask, *How do you think Billy feels, now that Jack has let him put his bus on the road?*

Comprehension

- What did Jack put on the road? (*Literal*)
- Why do you think Billy was smiling on the last page? (*Inferential*)

Follow-up Activities

- Have students draw and cut out vehicles similar to the ones in the story. Using pins, mark out a two-lane road on a pinboard and have students place their vehicles on the road, sharing the road thoughtfully.
- Discuss the importance of sharing toys and other playthings. Have students think of a time when a friend or sibling refused to share a toy. Ask, *How did this make you feel?* Have students draw a picture of themselves and the friend or sibling happily sharing the item.

Learning Intentions

- We are learning that punctuation is used in sentences and we need to reflect it in our voice.
- We are learning that 'good' readers remember what they have read.
- _____

Success Criteria

- I stop and take a breath when I notice a full stop at the end of a sentence.
- I can retell the events of a story after I have read it.
- _____

Guided Reading Notes

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