

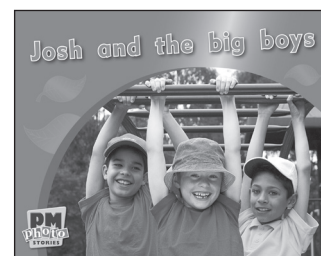
# Josh and the big boys

PM Level 2/3

Magenta

**Text Type** Narrative

**Running Words** 82



## Preparing for Guided Reading

### Prior Knowledge

- Take students outside to a playground. Discuss the ideas of taking turns, and of allocating time on each piece of equipment fairly.

### Orientation to the Text

- This is one of three stories about Josh. In this story, Josh is at a playground, wanting to play on various items of play equipment. Two bigger boys keep using the play equipment before Josh is able to.

### Key Language Structures

- Josh uses dialogue and exclamations to express his alarm that the big boys are already using each piece of equipment.

## Building the Balanced Reader

### Concepts About Print

- Demonstrate how to use exclamation marks to increase meaning.

### Vocabulary

#### Key High-frequency Words

a, am, and, are, at, Come, going, I, Look, me, no, Oh, on, play, said, The/the, to, too

#### Content Words

slide, Josh, big, boys, boy, swings, monkey bars

### 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

- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and differentiate between the purpose of a full stop and a comma.
- Change voice to apply the purpose of quotation marks, and exclamation marks.

### Focusing on the Book – Guided Reading

- **Cover** Identify Josh in the photo. Ask, *Do you think Josh and the big boys will be friends by the end of the story?*

- **pp. 2–3** Discuss how Josh and the big boys all look keen to play on the slide. Ask, *Who do you think will play on the slide first?*
- **pp. 4–5** Ask, *Which words in the text tell us that Josh is upset?*
- **pp. 6–7** Josh is now running towards the swing. Ask, *Do you think Josh will reach the swings before the big boys do?*
- **pp. 8–9.** Discuss the three boys' facial expressions. Ask, *Do you think the big boys know that Josh is sad that he is missing out again?*
- **pp. 10–11** Josh seems confident that he will be able to play on the monkey bars. Have students predict what might happen next.
- **pp. 12–13** Point out that Josh has been beaten to the play equipment again. Ask, *Is this a piece of play equipment that all three boys might be able to use together?*
- **pp. 14–15** Discuss how the big boys now realise that Josh has been missing out, and wish to include him. Ask, *How does Josh feel now?*
- **p. 16** Ask, *How do the big boys feel to be sharing the monkey bars with Josh? How does Josh feel about being included?*

### Comprehension

- What were the three things that Josh wanted to play on? (*Literal*)
- Why do you think the big boys let Josh play on the monkey bars with them? (*Inferential*)

### Follow-up Activities

- Ask students to name the equipment they play on in the school playgrounds. Write each item on a whiteboard. Have students suggest ways each piece of equipment can be shared with other students.
- Direct students to complete the BLM activities: drawing a picture of Josh in the playground; practicing writing words on the lines provided; writing the initial letter for each of the three words; drawing Josh and the big boys.

## 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