

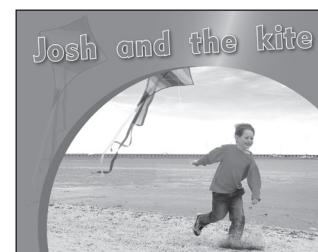
Josh and the kite

PM Level 2/3

Magenta

Text Type Narrative

Running Words 58



Preparing for Guided Reading

Prior Knowledge

- Use **PM Photo Stories** Level 2/3 *Josh and Scruffy* to reintroduce the main character, Josh.
- Talk about and demonstrate how to fly a kite.

Orientation to the Text

- Students will need to understand the basic mechanics of launching and flying a kite.
- In this story, Josh struggles to fly his kite but is helped by some other boys.

Key Language Structures

- Repeated phrase: *Look at the kite*, followed by description of the kite's movement.
- Use of repeated word for emphasis: *The kite is going up and up and up!*

Building the Balanced Reader

Concepts About Print

- Check knowledge of first and last: words in a sentence; parts of the story.

Vocabulary

Key High-frequency Words

and, at, big, come, comes, down, going, Here, is, Look, the/The, up

Content Words

Josh, kite, boys

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 apply the purpose of the exclamation mark at the end of the story.

Focusing on the Book – Guided Reading

- **Cover** Identify Josh and read his name in the title. Use the illustration and the initial letter *k* to decode the word *kite*.

- **pp. 2–3** Ask, *What are Josh and his mum doing? Why is the beach a good place to fly a kite?*
- **pp. 4–5** Ask students to compare the position of the kite with its position in the previous photograph. Ask, *Where has the kite gone?*
- **p. 6** Ask students what they think has happened to the kite. Ask, *Has this happened to you when you have tried to fly a kite? Why do you think this happened?*
- **p. 7** Ask students how they think Josh is feeling as he looks at his kite on the sand. Ask, *What might the boys behind Josh be thinking as they look at Josh and his kite?*
- **pp. 8–9** Ask, *How do you think Josh might be feeling as he sees the big boys walking towards him? Do you think the big boys will want to help Josh?*
- **pp. 10–11** Talk about the idea of teamwork. Ask, *How are the boys working together to launch the kite?* Encourage students to predict what might happen next.
- **pp. 12–16** Talk about the boys' positive attitude as they observe the success of their teamwork, seeing the kite climb higher and higher.

Comprehension

- Where was Josh flying his kite? (Photo Interpretation) (*Literal*)
- Why do you think the big boys came to help Josh? (*Inferential*)

Follow-up Activities

- Have students complete the BLM: practising writing the word 'up' on the lines provided, then writing it in context; drawing the kite going up, as the boys run along the beach; rewriting words into boxes, observing correct letter placement and sizing; practising writing the letter *k*, completing two words and drawing pictures to match.
- Talk with students about the different kinds of kites they have seen. Have students draw designs for their own kites. Suggest to students that their designs could be based on a favourite animal.

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