

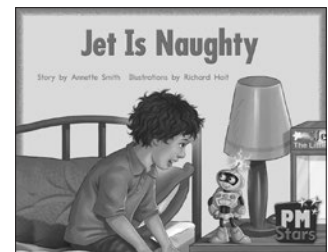
Jet Is Naughty

PM Level 7

Yellow

Text Type Narrative

Running Words 135



Preparing for Guided Reading

Orientation to the Text

- Recall other stories about Harry and Jet, i.e. *Harry and the Little Robot* (PM level 3) or *Jet, the Little Robot* (PM level 5).
- Read the title and discuss the cover page illustration. Talk about how the title suggests that Jet is going to get into mischief.

Prior Knowledge

- This is the third book in the series about Harry and Jet, the Little Robot. Harry is disappointed when Mum informs him that instead of going to the park, he needs to tidy his bedroom. At first Jet intends to help, but then he begins to fly around the bedroom with Harry's hat on his head!

Building the Balanced Reader

Vocabulary

Key High-frequency Words

get, help, today, with

Content Words

bedroom, Jet, Harry, hat, naughty, school bag, shoes

Decoding

- Encourage students to apply their understanding of phonemes to predict and decode, e.g. *p-ar-k*, *h-a-t*, *g-e-t*.
- Draw students' attention to the word *bed* in the compound word *bedroom*.
- Change the onsets to make new words, e.g. *look, book; hat, cat, sat; bed, red*. Write sentences containing these words on a whiteboard and have students read them aloud.
- Recognise words that begin with the same initial consonants, e.g. *Harry, help, here, hat; said, school, stay*. Use the books *h* and *s* in the **PM Alphabet Starters** series to identify other words that begin with the same letters.
- Prompt students to check or search again when an error has been made, e.g. *This sentence does not make sense. Read it again and see if you can make it sound right*.
- Explicitly teach students to respond to punctuation within and at the end of sentences.

Focusing on the Book – Guided Reading

- Study the illustration on page 4. Discuss reasons why Harry could not go to the park.
- Use details evident in the illustrations to predict or infer meaning, such as Jet's impish grin on page 8. Ask, *What is Jet going to do with Harry's hat?* Talk about how this creates tension in the story.
- Recall that the robot only communicates with Harry and not with Mum. Discuss the purpose of the communication signal *Click! Click! Click!* on page 15.
- Review the sequence of events in the story. Talk about why Jet's mischievous behaviour created a problem for Harry and how the problem was solved.
- Invite students to retell the story in their own words.
- Locate the past-tense verbs *said, cried, came* and *looked*. Invite students to use these words in oral sentences.
- Note the time and sequence word *today* that Harry's mum uses. Make a list of other time and sequence words that students could use in their writing, e.g. *last night, one day*.
- On a whiteboard, write the adverbial phrase, *It goes in here with my school bag*. Discuss the additional information provided by the words *with my school bag*. Ask students to suggest alternative endings for this sentence: *It goes in here with my coat*.
- Build positional vocabulary linked to places in the classroom where things are kept, e.g. *We keep our pencils in our pencil cases; We put our reading books back on the shelf; We keep our blocks in a big box*.

Comprehension

- Where did Harry want to go after school? (*Literal*)
- Where did Harry want to put his hat? (*Literal*)
- What made Harry think Jet looked like a helicopter? (*Inferential*)
- Why did Harry want Jet to get back in the box? (*Inferential*)

Follow-up Activities

- Invite students to talk about what they do when they first get home from school. Write some of their suggestions on a whiteboard. Provide opportunities during shared, guided and independent writing for students to write about these experiences.

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Date _____

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Learning Intentions

- We are learning to make predictions whilst reading.
- 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 make predictions based on what I have read.
- 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