

Jet, the Little Robot

PM Level 5

Red

Text Type Narrative

Running Words 100



Preparing for Guided Reading

Orientation to the Text

- Re-read the book *Harry and the Little Robot* (PM level 3).
- Introduce this book. Discuss the cover and title page illustrations. Encourage prediction. Ask questions such as, *What do you think Harry will look for in the toy department? How will the little robot attract Harry's attention?*

Prior Knowledge

- This is the second of three stories about Harry and the little robot Jet.

Key Language Structures

- This book features the sound effect "Click! Click!"

Building the Balanced Reader

Concepts About Print

- Reinforce correct left-to-right eye movements when reading return-sweep sentences.
- Use details evident in the illustrations to predict or infer meaning.

Vocabulary

Key High-frequency Words

he, into, shop, went, where

Content Words

box, Harry, Jet, Mum, red, robot, robots

Decoding

- Encourage quick recognition of high-frequency words.
- Build upon students' developing knowledge of phonemes. Encourage them to use this knowledge to predict and decode consonant-vowel-consonant words e.g. *r-e-d*, *b-o-x*, *c-a-n*.

Fluency and Phrasing

- Encourage students to search for details in the illustrations that support meaning, e.g. note Harry's different expressions as the story unfolds.
- Explicitly model how to cross-check print details against meaning and structure. Ask, *Does that word sound right? Does it make sense? Does it look right?*
- Demonstrate and praise reading with fluency and phrasing.

Focusing on the Book – Guided Reading

- Locate *Click! Click! Click!* on page 11. Notice that the robot is also moving the box from side to side to attract Harry's attention. Recall that the robot only communicates with Harry and not with Mum.
- Ask students to express in their own words what the problem is and how it is solved.
- Locate the past-tense verbs *went*, *said*, *looked* and *shouted*. Invite students to use these words in oral sentences.
- Write on a whiteboard, *Harry looked for a little robot in a red box*. Write the sentence again but change what the box looks like, e.g. *Harry looked for a little robot in a blue box*. Ask students to write the high-frequency words *for*, *a* and *in* from visual memory.
- Talk about the word *where*. Re-read the questions on page 9. Identify the question mark and explain its purpose in, *Where are you, Little Robot?*
- Notice high-frequency words that begin with visually different upper- and lower-case letters, e.g. *The, the; Little, little; He, he*.
- Find these words: *go* in *going*; *look* in *looked*; *shout* in *shouted*.
- Recall that proper nouns begin with a capital letter, e.g. *Harry, Little Robot, Jet*.
- Encourage students to read sentences that have exclamation marks with appropriate fluency, e.g. "*Mum! Mum!*" *shouted* Harry. "*Look!*"
- Locate the word *here* in bold on page 13. Talk about why it is in bold print.

Comprehension

- What did Harry look for in the toy department? (*Literal*)
- Where was the red box? (*Literal*)
- What is the little robot's name? (*Literal*)
- Why did Harry look for a red box? (*Inferential*)
- How did Harry know the box was up on a high shelf? (*Inferential*)
- Why did Harry shout when he saw the little robot? (*Inferential*)

Follow-up Activities

- Ask for students' participation in making a shared book about what robots are and what they can do.

Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks and words printed in bold in the text.

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Guided Reading Notes

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