

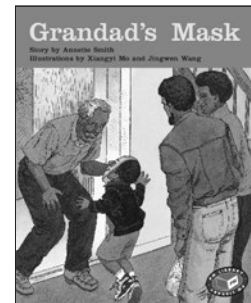
Grandad's Mask

PM Level 18

Turquoise

Text Type Narrative

Running Words 441



Preparing for Guided Reading

Orientation to the text

- Ask students to re-read *Jonathan Buys a Present* (PM Story Books Turquoise Level). Notice pp. 15 and 16. This story is its sequel.

Prior knowledge

- Jonathan and his parents visit Grandad who lives in an apartment building. This is another story that should encourage prediction and reasoning. 'Reading the pictures' helps students to understand the story.

Building the Balanced Reader

Vocabulary

Key vocabulary

bought, doorway, glad, phone, through

Content Words

button, chocolate, engineer, jacket, juggle, magic, mask, says, throw, wearing, we'll, worried, wouldn't

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Talk about the cover illustration. Discuss Jonathan's actions and Grandad's reaction.
- Discuss the video tele-intercom systems found in apartment blocks.
- Ask students to find the dialogue that shows the warmth of Jonathan's relationship with his grandfather.
- Although a jammed lift could be a frightening experience, Grandad explains what to do.
- Before they read the text on pp. 8–9, encourage students to 'read' the three illustrations in sequence. Grandad loves playing tricks. Ask students to explain Grandad's actions to support this statement.
- Repairs to the lift would have to be carried out in the *Lift Machine Room* at the top of the building. Note the engineer's reassuring comment.

- Again, on pp. 12–13, Grandad wears the mask to 'perform' his next trick.
- Check that students understand that Mum and Dad have run up the stairs to the fourth floor.
- Discuss the engineer's joking comment.
- Build new words from root words, e.g. *fix, fixes, fixed, fixing; push, pushes, pushed, pushing; open, opens, opened, opening*
- Locate and revise words beginning with *thr-*, e.g. *three, through*. Ask students to suggest other words that could be added to the list.

Comprehension

- Why did Jonathan go up in the lift with Grandad? (*Literal*)
- Why did Jonathan want to play some games in the lift? (*Inferential*)
- Why were Mum and Dad worried about Jonathan and Grandad? (*Inferential*)

Follow-up activities

- Encourage students to list buildings where there might be a lift, e.g. large department stores, shopping centres, hospitals. Discuss other methods of moving from one floor to another in a building, e.g. stairs, escalators.
- Allow students to locate some simple magic tricks. Provide time for students to practise them, then allow them to perform the tricks for the class.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics and affixes to decode the text.
- We are learning to integrate our knowledge of reading skills and strategies to derive meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, and affixes to assist me in decoding the text.
- I can use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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