

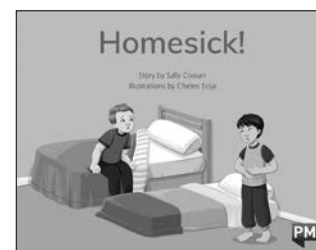
Homesick!

PM Level 12

Green

Text Type Narrative

Running Words 204



Preparing for Guided Reading

Prior Knowledge

- Students should understand that it can be scary to stay in an unfamiliar place, even if it's at a friend's house.
- Students should be familiar with video calling on a mobile phone.

Orientation to the Text

- Kai is having his first sleepover at his friend Jasper's house. When Kai starts feeling homesick, Jasper finds a way to make him feel better.

Key Language Structures

- The text features several compound words – *outside, bedroom, homesick, someone*.
- Apostrophes are used for possessives and contractions throughout the text – *Jasper's, Kai's, it's*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

always, before, better, first, late, say, someone, time, want, was

Content Words

bedroom, homesick, sore, tummy

Decoding

- Encourage students to think about what they are reading and to try and self-correct if it doesn't make sense.
- Look at the word *sore* on page 4. Ask, *How else can you spell sore? What does each word mean?*

Fluency and Phrasing

- Model the difference between reading word groups and reading word by word to show students what fluent reading sounds like.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students if they know what the word *homesick* means and to share any times when they have felt homesick.

- Read page 2. Look at the word *sleeping*. Ask, *What is the base word of this word? What was added to the end of the base word?*
- Continue to page 4. Ask, *Why didn't Kai want to go to bed? Point to the place in the text where you can find this information.*
- Look at the word *stayed* on page 8. Ask, *What is the base word of this word? What was added to the end of the base word?*
- Read page 12. Ask students how Jasper felt the first time he stayed away from home, and have them point to the words in the text that tell them that.
- Continue to page 14. Discuss *someone* as being a compound word. Ask, *Which two smaller words have been put together to make this word?*
- Re-read the text together and ask students to find all the compound words.

Comprehension

- What did Kai's dad always do before Kai went to bed? (*Literal*)
- What made Jasper a good friend? (*Inferential*)
- What do you think the author wants you to learn from the story? (*Inferential*)

Follow-up Activities

- Discuss the ways that Jasper was a good friend to Kai in the story. Together, make a list of other ways that students could be a good friend to someone. Ask students to choose one of the actions to complete.
- Ask students what they think happened after Kai and Jasper went to sleep, and write more of the story together. Print a copy for students to illustrate and place the story in your class library.
- Complete a 'Who, When, What, Where, Why' chart with students. Guide them to find the answers to each question in the words or illustrations in the text.
- Discuss students' bedtime routines with them. Have them write and illustrate a short procedural text that lists in order each of the steps they take when getting ready for bed. Pair students up to share their work with a partner and have them report back on what they heard.

Homesick!

Date _____

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Learning Intentions

- We are learning to understand what we read.
- We are learning to read difficult words.
- _____

Success Criteria

- I can show where in the text I found the answer to a question.
- I can find the base word of words ending in *ing* and *ed*.
- _____

Guided Reading Notes

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