

# Max and Jake

PM Level 12

Green

**Text Type** Narrative

**Running Words** 215



## Preparing for Guided Reading

### Orientation to the Text

- Re-read *A Friend for Max* (PM level 12). Invite the children to talk about occasions when they have helped others to improve or learn new skills. Write their ideas on a chart.

### Prior Knowledge

- This is a sequel to *A Friend for Max*. Children who have had to overcome a fear of water will empathise with Max's reluctance to go swimming. They will also understand his feeling of triumph when successful.

### Key Language Structures

- Conjunctions are used to join clauses, e.g. *He sat with his feet in the water and looked at Jake.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*feet, hand, hands, Jake, put, taking*

#### Content Words

*bar, hands, splashes*

### Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Ensure students are transferring their phonemic awareness and knowledge of letter-sound relationships when decoding or confirming unfamiliar words.

### Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Remind them to crosscheck, confirm or self-correct by re-reading or reading on to gain meaning.
- Emphasise attending to dialogue as an aid to meaning. Locate quotation marks and identify the speakers.
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ... ? How did you know that word was ... ?*

- Ensure students respond to punctuation within and at the end of sentences.

### Focusing on the Book – Guided Reading

- Read the title together. Talk about Max and how he is feeling.
- Discuss occasions when students have invited friends to accompany them on an outing.
- Observe Max's facial expressions. What do they tell the reader? Discuss why Jake might feel more competent and confident when he's in the water.
- Talk about how Jake offers encouragement and advice. Ensure that students understand that Max is still a little anxious.
- Have students search the text to find what Max did to help himself. Discuss his feeling of triumph and why Jake feels equally thrilled.
- Read *sm*, *sw* and *st* (**PM Library Alphabet Blends**) to reinforce these beginning sounds.
- Discuss endings: *-ed* – *smiled, loved, kicked, helped, looked*; *-ing* – *taking, swimming, having*.
- Discuss irregular past tense: *swim, swam*.

### Comprehension

- Where was Jake's mum taking him? (*Literal*)
- Why did Max not want to get in the pool at first? (*Inferential*)
- How did Jake help Max to swim? (*Inferential*)

### Follow-up Activities

- Cut out a large circle from brightly coloured card. Around the outside of the circle, ask students to write stories about helping others. Write, *We are helpers* on a smaller circle. Attach it to the centre of the larger circle with a split pin so that it can be turned as the stories are read.
- List skills or interests that students could use to help others, e.g. using the computer, spelling new words, locating information in the library, etc. Put the list in a prominent place. Encourage others to use it when they need help.
- Talk about swimming activities that students enjoy and swimming skills that they have mastered. Make an enlarged book of their ideas.

## Learning Intentions

- We are learning to read longer sentences that have more than one clause, with the correct phrasing and fluency.
- We are learning to use different strategies to help us decode unknown words.

## Success Criteria

- I can read sentences with more than one clause, using correct phrasing and fluency.
- I use letter clusters, such as digraphs, to break words into small parts to help me decode unknown words.

## Guided Reading Notes

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