

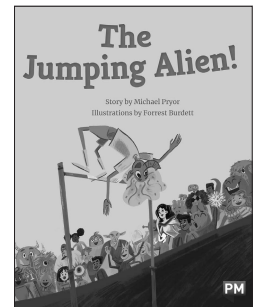
The Jumping Alien!

PM Level 24

Silver

Text Type Narrative

Running Words 1242



Preparing for Guided Reading

Prior Knowledge

- Invite students to share their ideas of what an alien is, where they might come from and what they might look like. Talk about any other stories students have read about aliens.
- Ensure that students understand the basic structure of a narrative, in particular the orientation, complication and resolution.

Orientation to the Text

- Zorgbon might lack confidence, but he is the best high jumper Sanjay has ever seen. When Zorgbon doesn't turn up on competition day, Sanjay goes to fetch him. But getting to the sports ground through the Alien Day Parade isn't as simple as it seems.

Building the Balanced Reader

Vocabulary

Key Vocabulary

announced, answering, coaching, competition, competitors, disaster, high-jump, record, worried

Content Words

emergency, galloping, holographic, instruments, multi-coloured, musical, nervously, snout, spectacular, triceratops

Decoding

- Point out the hyphens in *high-jump* and *multi-coloured*. Ask, *What is the name of this small line? Why is it there?*
- Guide students to think about whether what they have read makes sense when they misread a word or phrase, and then to go back and self-correct.
- Look at the word *triceratops* with students. Ask, *What sound does the 'c' make in this word? What other words do you know where 'c' makes the same sound?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What do you think the title means? What does it tell you about the story?*
- Read page 2 together. Point to the apostrophe in *Zorgbon's*. Ask, *What is this punctuation mark called? Why is it there? Find the other apostrophes on page 2 together and discuss their usage.*
- Continue to page 5. Ask, *What has happened in the story so far? What do you think is going to happen next? Why?*

- Review the apostrophes on pages 8–9 together. Ask, *Which of the apostrophes show that the word is a contraction? Why else are apostrophes used on this page? Ensure that students clearly understand the difference between an apostrophe and a comma.*
- Read to page 13 together. Ask, *How does what has happened so far compare with your predictions? How do you think the complication is going to be solved? What parts of the story make you say that?*
- Continue to page 17. Ask, *What extra information do you have about the story now? How does that affect your prediction about how the story might end?*
- Point out the word *Vespian's* on page 21. Ask, *Why did the author put this apostrophe there? What does it show?*
- Read to the end of the book and compare students' predictions about the resolution with how the story ended. Ask, *Why is making predictions as you read important? What can help you to make good predictions?*

Comprehension

- What sort of alien helped Zorgbon and Sanjay get to the competition? (*Literal*)
- Why do you think Zorgbon groaned when Sanjay said he had an idea as the Vespians went past at the parade? (*Inferential*)
- How is the Alien Day Parade similar to or different from parades you have seen? (*Applied Knowledge*)

Follow-up Activities

- Look for your school's high jump or long jump record if you have one, or find out the Olympic records for these events. Use a ruler or tape measure to see how high or long the record jumps are. Take students outside to practise their own long jumping against the record, and see how close they can get.
- Write a sentence on the board with an apostrophe in it, and ask students to move to one side of the room if they think the apostrophe is showing a possessive, and to the other if they think it is a contraction. Invite students to share their reasoning and to move to the other side if they change their minds. Repeat with other sentences.
- With students, re-read the pages describing the aliens at the Alien Day Parade. Make a list of some of the characteristics and skills that the aliens have. Then, ask students to design their own alien for the Alien Day Parade. Students should draw their alien and write a short description of them.

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Learning Intentions

- We are learning to think as we read.
- We are learning to identify and understand apostrophes.

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Success Criteria

- I can make predictions about what will happen in the story.
- I can adjust my predictions based on what I have read.
- I can explain how an apostrophe is used to indicate missing letters in a contraction.
- I can describe how apostrophes are used to show when something belongs to someone.

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Guided Reading Notes

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