

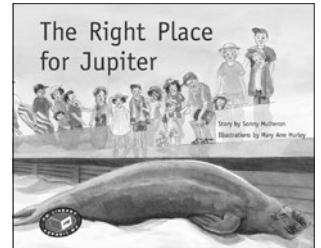
# The Right Place for Jupiter

PM Level 24

Silver

**Text Type** Narrative

**Running Words** 915



## Preparing for Guided Reading

### Orientation to the text

- Re-read *Antarctic Seals* (PM level 23/24).

### Prior knowledge

- This story is about the environmental issues that arise when a huge elephant seal decides to spend a couple of months on a sheltered beach near the heart of a city. Although many groups of people try to return him to the sea, he is determined to stay until he is ready to leave.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*belonged, comfortably, couple, crowds, famous, major, manage, ordered, replied, television*

#### Content Words

*apartments, arched, budge, guard, harbour, heaved, hoist, moult, outwitted, patrol, professor, ragged, sheltered, snorted, university, waddled, welfare, wriggled*

### Decoding

- Recognise high-frequency words.
- Apply a range of skills to process and decode unfamiliar words.
- Use prediction of events and associated vocabulary to gain a deeper understanding of the text. Provide support and encouragement when necessary.

### Focusing on the story – guided reading

- Read the title and discuss the cover illustration. Find Antarctica on a world map.
- Discuss the words *heaved* and *flopped* and the phrase, *the heart of a city*. Talk about what might happen next.
- Explain to students that Jupiter was king of the gods, in Roman mythology. Discuss why this is a suitable name for the seal.
- Talk about the need to ask advice of people with specialist knowledge, such as the professor.
- Discuss the meaning of the word *moult*.
- Talk about the role of a harbourmaster. Ask students what they would do to solve the problem.

- Ensure that students understand how the boat with the crane would be used to hoist Jupiter up and why it was unsuccessful.
- Discuss the role of Animal Welfare. Enjoy the humour of the situation.
- Study the illustrations and note the changes in Jupiter's coat. Explain that elephant seals moult every summer.
- Use a thesaurus to find synonyms for *heaved*, *enormous*, *budge*, *ordered*, *picked*.
- Revise and expand contractions used in the text, e.g. *he's*, *can't*, *I'm*, *wouldn't*, *We'll*.

### Comprehension

- What caused the traffic jam near the beach? (*Literal*)
- Why did Jupiter stay on the beach, despite everyone trying to move him back into the water? (*Inferential*)
- Should people feed elephant seals ice-cream? Why? (*Applied Knowledge*)

### Follow-up activities

- Encourage students to conduct some research to locate information about the food elephant seals usually eat. Draw a large picture of an elephant seal and paste labelled drawings or pictures of its food around the drawing.
- Provide students with a lead pencil and a sheet of drawing paper. Encourage them to make a detailed drawing of an elephant seal, with appropriate labels.

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## Learning Intentions

- We are expanding our range of known high-frequency words, and using multiple skills and strategies to decode the text.
- We are learning to make predictions about the text and can discuss potential solutions to the problem encountered by the characters.
- \_\_\_\_\_

## Success Criteria

- I can use my knowledge of high-frequency words, and other skills and strategies to assist me in decoding the text.
- I can predict events in the text and offer potential solutions to the problem that occurs in the text.
- \_\_\_\_\_

## Guided Reading Notes

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