

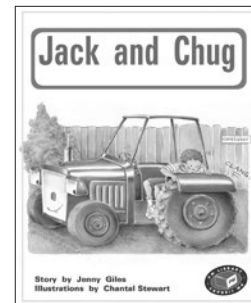
Jack and Chug

PM Level 15

Orange

Text Type Narrative

Running Words 338



Preparing for Guided Reading

Orientation to the Text

- Ask students to talk about what play equipment at the park they enjoy. Encourage them to explain why they enjoy some equipment more than others.

Prior Knowledge

- This is the second fantasy story about Chug. The first was *Chug the Tractor* (PM level 10).
- Most children engage in imaginary play and will understand why Jack loved to play on the old tractor and the way Jack and Chug could talk to each other.

Building the Balanced Reader

Vocabulary

Key Vocabulary

asked, farmer, just, must, ring

Content Words

bedtime, bumped, everywhere, holidays, how, mudguard, onto, police, steering, tell

Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when required.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge, thinking aloud, attending to details in illustrations and attending to print details.

Focusing on the Story – Guided Reading

- Read the story title together. Study the cover and title page illustrations.
- Discuss what Jack's father does for a job.
- What did Jack really mean when he said, "*I am a farmer and I go everywhere on Chug*"? Use a mirror to help the children read the sign above the park gate. Check that they understand why the sign has been written in this way.

- The children should understand that Jack's father is the caretaker. Read the word 'Clang' in the text and again in the illustration. Demonstrate the writing of this word in lower case and in capital letters. Explain that Jack and Chug are beginning to 'talk' to each other.
- Discuss why the boys were in the park at night.
- Make sure the children know why Dad told Jack to stay where he was.
- Revise the digraphs *ch* in *Chug*; *th* in *father*; *sh* in *shouted*.
- Look at word endings: *-er*, e.g. *garden, gardener; farm, farmer*.
- Look for words that begin with *a*, e.g., *across, away, around, asleep, again*.
- Talk about compound words. Help students to read the two smaller words in each one, e.g. *mudguard, everywhere, bedtime, outside, onto*.
- Discuss comparatives and superlatives, e.g. *big, bigger, biggest*.
- Discuss the use of capital letters for some signs and exclamations, e.g. *GREEN PARK, CLANG, PAINT, POLICE*.

Comprehension

- What job did Jack's father do? (*Literal*)
- Why was Chug was making the mudguard clang? (*Inferential*)
- What did Jack mean when he said that Chug woke him up just in time? (*Inferential*)

Follow-up Activities

- Make a list of jobs Jack's dad would do to take care of the park. Discuss how Dad's job would be similar to and different from taking care of his own garden at home.
- Ask students to write a report for the local newspaper, explaining the events that took place. Remind them to use past tense verbs and strong descriptive words.

Learning Intentions

- We are learning to integrate a variety of skills and strategies to decode unfamiliar words.
- We are learning to use a variety of comprehension strategies to predict or check meaning.

Success Criteria

- I can use meaning, language structures and visual information to help me decode fluently.
- I can apply prior knowledge, think aloud, and attend to details in illustrations and print to bring greater meaning to the texts I read.

Guided Reading Notes

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