

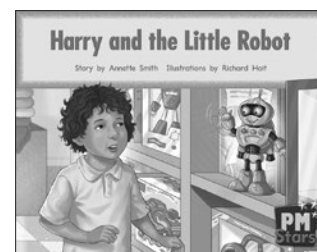
Harry and the Little Robot

PM Level 3

Red

Text Type Narrative

Running Words 65



Preparing for Guided Reading

Orientation to the Text

- Read the title of the book. Discuss the cover and title-page illustrations. Introduce the characters within the setting of the toy section of a large department store.
- Talk about robots, including what they are and what they can do.
- Use details evident in the illustrations to predict or infer meaning. For example, note that on page 6 the box appears to be moving and the robot's hand is up as though he is waving. Ask, *What do you think the robot is trying to do?*

Prior Knowledge

- This is the first of three stories about Harry and a very special little robot called Jet. While Harry looks at the toys in a large department store, the little robot attracts his attention by going *Click! Click!*

Key Language Structures

- This narrative is told in present tense.

Building the Balanced Reader

Concepts About Print

- Ensure students maintain correct left-to-right eye movements when reading return-sweep sentences.
- Explicitly teach students to use illustrations to predict and confirm the story content.

Vocabulary

Key High-frequency Words

a, at, comes, here, in, is, little, look, looking, the, too

Content Words

box, happy, Harry, robot

Decoding

- Encourage quick recognition of high-frequency words.
- Reinforce students' developing knowledge of phonemes. Encourage them to use this knowledge to predict and decode consonant-vowel-consonant words, e.g. *b-o-x*.

Fluency and Phrasing

- Direct students' attention to details in the illustrations that support meaning, e.g. note that on page 4 the name of the robot is printed on the box.
- Encourage students to use prediction, e.g. *What do you think is going to happen next?*

Focusing on the Book – Guided Reading

- Locate the words *Click! Click! Click!* in the book. Explain that this is how the robot attracts attention when he wants to communicate with Harry. Tell students that the little robot waves at Harry but not at Mum. Discuss ways people might attract someone's attention, e.g. wave, call out.
- Discuss how the little robot's problem is resolved.
- Tell students that *robot* and *box* are the names of things they can see and touch. Look at the book again and ask students to name other things they can see in the illustrations, e.g. *rockets, a helicopter, balls*. Have students use these words in oral sentences.
- Write *The little robot is in a box* on a whiteboard. Identify the words that tell *where* the little robot is. Invite students to suggest other places where the little robot could be, e.g. *The little robot is on a shelf; The little robot is on the floor*.
- Locate words that begin with the same consonant sound but are visually different, e.g. *Harry, Here, happy; little, Look*.

Comprehension

- What is the name of the boy in the story? (*Literal*)
- Where was the little robot when Harry first saw him? (*Literal*)
- What sound could the little robot make? (*Literal*)
- Why did the little robot make the sound *Click! Click! Click!*? (*Inferential*)
- Why was the little robot happy at the end of the story? (*Inferential*)
- Why was Harry happy, too? (*Inferential*)

Follow-up Activities

- Invite students to retell the story in their own words.
- Write the words *robot* and *box* on a whiteboard. Use the books *r* and *b* in the **PM Alphabet Starters** series to identify other words that begin with the same letter sounds.

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Learning Intentions

- We are learning that punctuation is used in sentences and we need to reflect it in our voice.
- We are learning that 'good' readers remember what they have read.

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Success Criteria

- I stop and take a breath when I notice a full stop at the end of a sentence.
- I can retell the events of a story after I have read it.

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Guided Reading Notes

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