

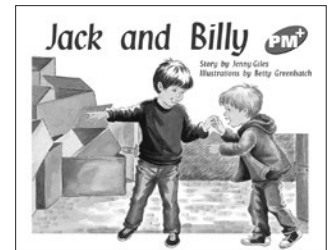
Jack and Billy

PM Level 3

Red

Text Type Narrative

Running Words 50



Preparing for Guided Reading

Orientation to the Text

- Re-read *Photo Time* (PM level 3). Discuss the characters of Jack and Billy, and relate each boy's behaviour to his age.

Prior Knowledge

- This is the second book in the series about Jack and Billy. Jack has made a car by painting a box and is very happy to share it with his brother. But Billy wants his own car and Jack helps him to achieve this.

Building the Balanced Reader

Concepts About Print

- Speech marks – talk about the punctuation symbol, name and meaning.
- Encourage picture interpretation. Focus on the details that help to predict text.
- Pattern voice intonation to increase meaning.

Vocabulary

Key High-frequency Words

am, here, I, look, my

Content Words

car, Jack, come, Billy, No

Decoding

- Locate the high-frequency words that are repetitively used in the text.
- Model using letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and model the difference between the role of a full stop and a comma.

Focusing on the Book – Guided Reading

- **Cover** Have students identify Jack and Billy. Predict the storyline from the cover illustration.
- **Pages 2–7** Name the parts of the car that Jack has painted on his box and discuss imaginative play with students.

- **Pages 8–9** Talk about the concept of sharing in relation to Jack's offer. Predict Billy's reaction based on his age and character (portrayed in *Photo Time*).
- **Pages 10–11** Read the text and compare it with students' predictions.
- **Pages 12–16** Discuss Jack's solution to Billy's problem.

Comprehension

- What sounds did the boys make when they were in their cars? (*Literal*)
- How did Jack help Billy? (*Inferential*)
- Why did Billy say no to Jack when he asked him to go in his car? (*Inferential*)

Follow-up Activities

- Make small model cars (or other vehicles) from environmental materials.
- Use large boxes to make cars similar to those in the book. Have students paint on their various features.
- Join large boxes together to make vans, trucks, trains, boats, etc. Paint or paste on wheels, lights, steering wheels, etc.

Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can use my voice to display the purpose of a full stop and comma.

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Guided Reading Notes

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