

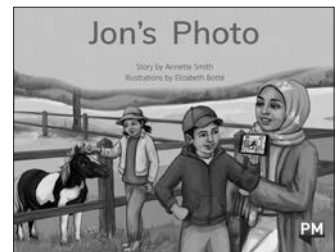
Jon's Photo

PM Level 3

Red

Text Type Narrative

Running Words 62



Preparing for Guided Reading

Prior Knowledge

- Students should understand that people are sometimes afraid, but they can overcome their fears.
- Students should be familiar with how phones have digital cameras that can take photos to be viewed instantly.

Orientation to the Text

- Maya wants her younger brother Jon to see the little horse, but Jon is scared that it is too big. After seeing a photo of Maya with the horse, Jon realises that it's not so big after all.

Key Language Structures

- Simple sentences extend across two and three lines.
- High-frequency words are repeated through the text to support fluency and comprehension – *little*, *Look*, *said*.

Building the Balanced Reader

Concepts About Print

- As you read, ask students to point out capital and lower-case letters. Discuss why each is used.

Vocabulary

Key High-frequency Words

at, big, Come, in, is, little, Look, me, No, said, the, too

Content Words

horse, photo

Decoding

- Discuss how many phonemes are in more difficult words, such as *photo*. Articulate the phonemes together.
- Encourage students to think about whether what they have read looks right, sounds right and makes sense.

Fluency and Phrasing

- Ask students to pay attention to what you do with your voice as you read statements or exclamations and then describe how you sounded.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students to describe

who they think the story is about and have them predict words that will be in the text.

- Look at page 2 with students. Sound out the word *horse* together and identify each of the phonemes.
- Continue to page 5. Ask students to look at the picture and discuss why Jon does not want to go near the little horse.
- Look at pages 8–9. Ask students why the word **“No!”** is bold, and practise reading the text with expression together.
- Continue to page 11. Discuss what is happening in the story, and ask students what they think Jon will do next.
- Read to page 13. Ask students to find *the* and *too* on page 12. Discuss how both words start with the same letter, but the initial sounds are different.
- Read to the end of the text together. Ask students to explain why Jon was happy to be in the photo with the little horse.

Comprehension

- How did Maya describe the horse? (*Literal*)
- How did Jon feel about the little horse at the start of the story? (*Inferential*)

Follow-up Activities

- As a group, complete a See-Think-Wonder chart about the book. Discuss and record what students saw, what it made them think of and anything they were wondering about. Individually or in pairs, have students complete their own charts using words and pictures to record their thoughts.
- Ask students to think about something that they used to be scared of. Have students discuss their ideas with a partner, then invite them to share with the rest of the group. Ask students what they did to overcome their fears.
- Talk with students about *big* and *little* being opposites. Find words from the text that have opposites, such as *come* and *no*, and ask students what the opposites are. Make a list of the words and ask students to suggest any other opposites that they know to add to it.
- Read other stories about horses, such as *Hello, Horse* by Vivian French. Discuss how the story is similar to and different from *Jon's Photo* and how it adds to students' knowledge of horses.

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Date _____

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Learning Intentions

- We are learning strategies to read unknown words.
- We are learning to use punctuation to help us read.

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Success Criteria

- I can use the initial letter and pictures to help me work out a word.
- I can change the way I read when I reach an exclamation mark.

• _____

Guided Reading Notes

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