

Jet Can Fly

PM Level 6

Yellow

Text Type Narrative

Running Words 119



Preparing for Guided Reading

Prior Knowledge

- Harry and Jet the little robot are familiar PM characters. Jet is more than a toy robot. He can communicate with Harry by clicking and he can fly!

Orientation to the Text

- Harry takes Jet, his toy robot, into the garden. They watch several flying creatures. Jet shows Harry that he can fly with his jetpack.

Key Language Structures

- This book features a lot of dialogue. The story is told through the sentences that Harry says to Jet.
- The dialogue features short, simple statements: "You can not fly, Jet. You are a robot."

Building the Balanced Reader

Concepts About Print

- Encourage students to track the line breaks with their finger to ensure that meaning is maintained.
- Point out the speech marks and explain that this punctuation shows the words that are spoken by each character.

Vocabulary

Key High-frequency Words

his, it, like, will, your

Content Words

bees, birds, butterfly, jetpack, robot

Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Look at the word *like*. Encourage students to sound the word out. Ask, *What sound do the letters i_e make in this word?*
- Look at the word *fly*. Encourage students to sound the word out. Ask, *What sound does the letter y make in this word?*

Fluency and Phrasing

- Read the text on page 7 to model fluent reading of dialogue. Have students take turns to read the dialogue with expression.
- Apply change in voice to reflect punctuation marks, especially question marks.

Focusing on the Book – Guided Reading

- Discuss the cover and title. Ask students to predict what the story might be about. Ask, *Can toy robots fly?* Remind students that narratives are fictional stories so characters can do some things that are not possible in real life.
- Have students look through the pictures on pages 2, 4, 6, 8 and 10. Encourage students to predict what might happen next.
- Look at the rest of the illustrations and have students retell the story in their own words. Encourage students to look carefully at the illustrations of Jet. His face shows what he is feeling because he can't speak.
- Read the whole story together, encouraging students to respond to the intonation (structure) cues – darkened (bold) print, question and punctuation marks.

Comprehension

- How did Jet fly up and up and up? (*Literal*)
- Why did Harry tell Jet to look at the bees and the butterfly? (*Inferential*)

Follow-up Activities

- Recall the main events of the story. Make a sequenced wall chart for students to illustrate.
- Discuss alternate endings for the story from page 10. Write a wall story featuring an alternate ending.

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 change my voice to show that there are quotation marks and words printed in bold in the text.

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Guided Reading Notes

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