

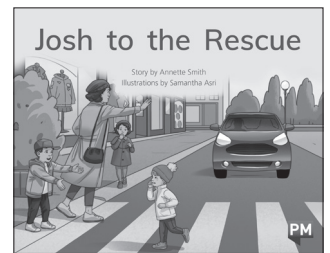
Josh to the Rescue

PM Level 6

Yellow

Text Type Narrative

Running Words 119



Preparing for Guided Reading

Prior Knowledge

- Students should have a basic understanding of road rules and the dangers of being near the road.
- Students should also understand what it means to rescue someone or something.

Orientation to the Text

- When Josh sees a little boy run out of the shops and towards the road, he calls out to stop him from running in front of a car.

Key Language Structures

- The story is largely told through direct speech.
- The text features simple sentences in the form of statements, questions and exclamations.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

after, hit, Stay, walked, will, your

Content Words

cried, running, safe, shops

Decoding

- Ask students to identify when 'i' makes the short 'i' sound through the text, as in *Lily* or *little*. Challenge students to find an example of the long 'i' sound in the text.
- Look at the words *car park* on page 8. Ask students what sound the two words have in common.

Fluency and Phrasing

- In pairs, have one student read a page and the other read the same page with their best fluency and expression. Students should swap roles as they progress through the text.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Discuss what the word *Rescue* means and ask students who they think is being rescued in the picture.
- Look at page 2. Ask students to find the two words with the 'sh' digraph in them. Practise making the 'sh' sound together.

- Look at page 4. Ask students to find the exclamation marks on the page and model how to use them to help read the page with expression.
- Continue to page 7. Ask, *Why can't Mum and Lily see the little boy?* Talk about how the illustrations are important to the story.
- Read page 10. Ask, *What do you think is going to happen? Why?*
- Look at page 12 together and find the two words with the 'sh' digraph in them. Ask, *What two letters make the 'sh' sound?*
- Continue to page 15. Discuss what is happening and how the characters might be feeling.
- Read to the end of the text. Ask, *Do you think Josh gave good advice to the little boy? What might you have said to him?*

Comprehension

- How did Josh get to the shops? (*Literal*)
- Why did Josh say that the little boy was not safe? (*Inferential*)
- How do you think the little boy's father was feeling? (*Inferential*)

Follow-up Activities

- Revisit the words from the text that start or end with 'sh' and record them on a piece of chart paper. Invite students to contribute other words they know that start or end with the 'sh' sound.
- Ask students to think about a time when they were lost or to imagine what it would feel like to be lost. Invite students to share their experiences and compare them with the little boy's in the text.
- Talk about why the little boy was in danger when he ran onto the road. Make a list of rules that students should observe when walking or riding in the street. You might also like to include rules for moving safely around the school. Have students illustrate the rules and make a road safety display or book with their finished work.
- Discuss the character of Josh, including what he looks like and how his actions show what sort of person he is. Ask students to think about and share other print or visual texts involving bravery or rescues that they have read or seen. Talk about ways in which the characters in these texts are similar to Josh.

Learning Intentions

- We are learning to recognise and read two-letter digraphs.
- We are learning to connect with what we read.
- _____

Success Criteria

- I can read words with ‘sh’ at the beginning or the end.
- I can explain how what I have read connects with my life or other texts.
- _____

Guided Reading Notes

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