

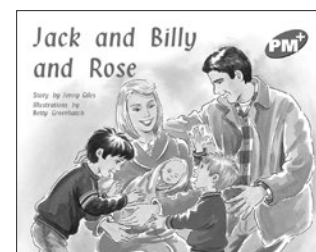
Jack and Billy and Rose

PM Level 11

Blue

Text Type Narrative

Running Words 179



Preparing for Guided Reading

Orientation to the Text

- Re-read *My Big Brother* and *Our Baby* (PM level 8/9). These books form a base upon which feelings and attitudes towards siblings can be discussed.

Prior Knowledge

- This is the final book in the Jack and Billy series. Jack has always thought of himself as the 'big brother'. With the birth of baby Rose, there will now be two 'big brothers' in the family.

Key Language Structures

- Two adjectives are used to describe some nouns in the text, e.g. *two big brothers*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

children, Monday, sister, Tuesday

Content Words

late, lucky, teacher

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by re-reading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation mark e.g. the different pause for a full stop compared to a comma.

Focusing on the Book – Guided Reading

- Read the title and discuss the illustration. Recall other stories about Jack and Billy. Do students remember that the boys' mum is going to have a baby?
- Explain that Jack's mum will have the baby soon. Discuss the teacher's obvious pleasure at Jack's news.

- Examine the illustration on p. 9. How must Jack be feeling?
- Have students read on to find out why Dad and Billy were late.
- Talk about visiting the hospital to welcome new babies. Discuss Jack's, Mum's and Billy's comments.
- Revisit capital letters for names: *Jack, Rose, Billy*.
- Examine the change of the medial vowel: *new, now*.
- Reinforce the sound of 'y': *baby, Billy, lucky*.
- Discuss verb changes: *go, going, gone*.

Comprehension

- What did Jack tell the teacher? (*Literal*)
- Why were Dad and Billy late to meet Jack at school? (*Inferential*)
- Why did Jack and Billy's mum call them "big boys"? (*Inferential*)

Follow-up Activities

- Talk about everyone helping when a new baby arrives. List those things that must be done by an adult. Discuss and list ways in which siblings can help. Have students write and draw about ways in which they would help. Paste their stories onto a 'reading box'.
- On a large chart, list occasions when students have been to a hospital – as a visitor or a patient. Have them draw matching pictures to paste onto the chart.
- Re-read *Tall Things* (PM level 5/6). Observe the heights of the people in Jack's family. Have students draw pencil portraits of the family. Mount each one onto black card so that a border shows around the edges.

Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.

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Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and re-read a word/sentence again to problem solve or confirm the text.

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Guided Reading Notes

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