

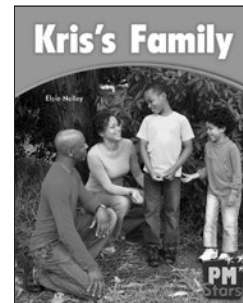
Kris's Family

PM Levels 8/9

Yellow

Text Type Description

Running Words 159



Preparing for Guided Reading

Orientation to the Text

- Recall that Kris and his younger sister, Mia, are the characters in *Playing with Jip* (PM Levels 5/6).
- Explain that this book describes Kris's family.
- Read the title of the book. Discuss the photograph on the cover. Explain that Kris's family lives in a house on a small farm.
- Turn to the title page. Read the chapter headings. Predict the contents. Reinforce the family's interest in animals.

Prior Knowledge

- This book describes Kris's family, where they live and what they do. It is written as a talk Kris gives to the class. The family's interest in animals is evident: his mother is a vet; his father, although not a vet, helps at the same clinic. Kris and his younger sister, Mia, have several pets.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

but, have, live, six

Content Words

animals, budgie, family, farm, Jip, Kris, Mia, pet, pony, vet

Decoding

- Encourage quick recognition of high-frequency words in the book.
- Provide support as students apply their knowledge of phonemes to decode or confirm unfamiliar words, e.g. *s-i-x*, *v-e-t*.
- Identify the words *play* and *grass*. Use the books *pl* and *gr* in the **PM Alphabet Blends** series to identify other words that begin with the same sounds.
- Discuss the sound made by *-y* at the end of these words: *family, pony*.
- Demonstrate changing the onset with consonant-vowel-consonant words: *vet, pet, get, wet; dog, frog; cat, fat, hat, mat; sun, run, fun*.
- Identify the root words in *looks, likes, comes*. Use these words orally in sentences.
- Scan across words that begin with the same letters: *play, pony; run, ride*.

- Locate the words *to* and *too*. Explain that although they are pronounced the same, they are spelt differently and have different meanings. Talk about when the word *too* is used.

Fluency and Phrasing

- Teach students to self-monitor errors. Provide prompts such as, *Does that sound right? Does that make sense? You said . . . Does that look right?*
- Ask students to locate where commas have been used in the text, e.g. *We have a cat, too. On Saturday, I go . . .* Explicitly teach students to pause or take a little breath at a comma, before reading on.
- Revisit the structure of a description.

Focusing on the Book – Guided Reading

- Study the photographs on each page before reading the text. Introduce key interest words, e.g. *vet, animals, pet, pony*.
- Discuss the glossary on page 16. Recall that glossary words are in bold font within the text. Find each glossary word in the book.
- Invite students to share what they have learned about Kris's family.
- Invite students to share information about who is in their families and where they live.
- On a whiteboard write, *Kris's mum is a vet. She looks after animals*. Discuss these sentences with students. Make a list of questions that they would like to find out about. Invite a vet to visit the classroom or email the questions to a local vet. Follow up with a shared description about being a vet.

Comprehension

- What is the name of Kris's little sister? (*Literal*)
- What does Kris's mum do as a job? (*Literal*)
- What does Jip like to do? (*Literal*)
- What does a vet do? (*Inferential*)
- What happens at a riding school? (*Inferential*)
- How do you know that Kris and Mia like animals? (*Inferential*)

Follow-up Activities

- Locate the name of Kris and Mia's pet dog. Discuss pets that belong to people that students may know. Provide opportunities during shared, guided or independent writing for students to write simple descriptions of these pets.

Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can sequence the beginning, middle and end events to retell the story.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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Guided Reading Notes

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