

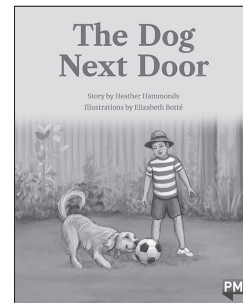
# The Dog Next Door

PM Level 16

Orange

**Text Type** Narrative

**Running Words** 354



## Preparing for Guided Reading

### Prior Knowledge

- Talk about what a neighbour is and the things that people do for and with their neighbours.
- Invite students to describe a time when they have been scared of something but then found that things were okay.

### Orientation to the Text

- When Leo's friend Marcus kicks the football over the fence, he is too scared to get it because there is a big dog in the garden. Leo changes his mind once he meets his neighbour's new dog, Toffee.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*about, another, began, couldn't, followed, game, hear, keep, remember, together*

#### Content Words

*barked, coat, fence, owner, pat, scared, sniffing*

### Decoding

- When students are having difficulty with a particular word, guide them to identify the vowel sound first before decoding the rest of the word.
- Encourage students to read the whole word by running their finger underneath it as they say it.
- Look at the word *sniffing* on page 6 together. Ask, *What is the base of this word? What has been added to the end of the base?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *Do you think this book will be fiction or non-fiction? What makes you say that?*
- Introduce the orientation on page 2 as the first part of a narrative. Discuss who the story is about, where it is set and what is happening.
- Point out the first comma on page 4. Ask, *How does this change the way we read the sentence?* Practise pausing at the comma together. Ask, *Where is another comma on this page? Why is it there?*

- Read page 5 together. Explain what the complication in a narrative is. Ask, *What do you think the complication in this narrative is going to be?*
- Continue to page 9. Invite students to retell the complication in their own words and compare it with their predictions.
- Look at the commas on page 10 together. For each comma, ask, *Why did the author put a comma here?* Make sure students understand the difference between commas and apostrophes.
- Read the chapter heading on page 14. Explain that the resolution of a narrative resolves the complication (or problem). Ask, *What do you think is going to happen in the resolution of this story?*
- Read to the end of page 16. As a group, summarise the orientation, complication and resolution from the text.

### Comprehension

- Who kicked the football over the fence? (*Literal*)
- Why didn't Leo want to get the ball while Marcus was there? (*Inferential*)
- What would you have done in Leo's situation? (*Applied Knowledge*)

### Follow-up Activities

- Make a 'Who, When, What, Where, Why' chart. Ask students to think-pair-share about who was in the text and record their responses. Repeat for the remaining sections of the chart.
- Use another 'Who, When, What, Where, Why' chart to plan a narrative with input from students. Discuss and record who will be in the story, where it will be set, what will happen, and when and why it will happen. Model writing an orientation, complication and resolution, drawing on the information from your plan.
- In small groups, ask students to choose a part of the story to act out. Have students perform their plays for the rest of the group so they can guess which part of the story is being dramatised.

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## Learning Intentions

- We are learning to recognise and describe the structure of narratives.
- We are learning to understand how commas are used.

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## Success Criteria

- I can identify and retell the orientation, complication and resolution of the story.
- I can pause when I reach a comma in the text.
- I can explain where commas are used in direct speech.

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## Guided Reading Notes

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