

# Our Dog

PM Level 5/6

Red

**Text Type** Observation

**Running Words** 111



## Preparing for Guided Reading

### Prior Knowledge

- Talk with students about pet dogs, and all the things they need to stay happy and healthy.

### Orientation to the Text

- In this book, a girl introduces the reader to her dog and details how the dog is cared for and what it enjoys doing.

### Key Language Structures

- Use of first-person present tense to convey information in a personal tone.

## Building the Balanced Reader

### Concepts About Print

- Letter cluster *th*–: *This, the*.
- Revisit letter names and sounds: *Ss, Gg, Dd*,
- Reinforce first and last letters of a word.

### Vocabulary

#### Key High-frequency Words

*after, eats, help, insight, likes, play, runs, sits, some, this*

#### Content Words

*Honey, dog, toys, bone, ball, garden, grass, trees, leaves, water, bowl, food, hungry, sleepy*

### Decoding

- Recognise high-frequency words within the text.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

### Focusing on the Book – Guided Reading

- **Cover** Talk about the cover photo. Ask, *Do you think the girl and the dog are good friends?*
- **pp. 2–3** Ask students to look at Honey, and ask if they know what breed of dog she is. Ask students if they think Honey is a well-behaved dog.
- **pp. 4–5** Ask, *What do you think Honey likes to do with the bone? How do you think she would use the ball?*

- **pp. 6–7** Discuss how Honey is having a lot of fun in the garden with the ball. Ask, *Do you think Honey's owners like playing with her too?*
- **pp. 8–9** Ask, *Why do you think Honey enjoys sitting in the leaves? Do you think this would be a comfortable place for her to rest?*
- **pp. 10–11** Direct students to look at the big green bowl. Discuss why it's important for dogs to have water available at all times.
- **pp. 12–13** Talk about the big food bowl. Talk about the types of foods Honey would like to eat.
- **pp. 14–15** Look at Honey's mat. Ask, *Do you think Honey is happy to be sleeping on her mat? What tells you that Honey is well looked after?*
- Say these words slowly: *after, under, water*. Notice the ending *-er*.

### Comprehension

- What do dogs like to play with? (*Literal*)
- Do you think dogs make good pets? Why/Why not? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: choosing correct prepositions to complete sentences; colouring the food and water bowls to match their colours in the book; choosing correct verbs to complete sentences from the story, then drawing to match; choosing correct words to complete sentences from the book.
- Talk about students' experiences of caring for dogs – either their own, or a dog that belongs to a friend or family member. Ask them to write about the things they enjoyed most about spending time with the dog.
- Have students use the text to write and illustrate a short instruction manual about caring for a pet dog.

## 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 |
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