

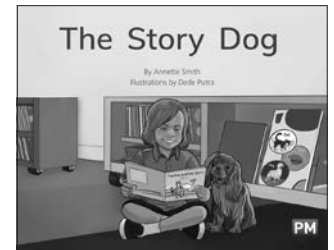
# The Story Dog

PM Level 13

Green

**Text Type** Recount

**Running Words** 230



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with general classroom routines for reading lessons.
- Students should understand basic dog behaviours and how humans interact with dogs.

### Orientation to the Text

- A girl remembers the first day that Picolo the dog joined her class during reading time and the things that Picolo did.

### Key Language Structures

- Adverbs of time are used to organise the events in the text – *After, first, Next, Now, Then.*
- Both regular and irregular past-tense verbs are featured throughout the text – *opened, stopped, went.*

## Building the Balanced Reader

### Vocabulary

**Key High-frequency Words**

*called, more, morning, our, started, still, stopped, them, was*

**Content Words**

*clapped, classroom, library, pictures, sniffed, story, surprise, wagged*

### Decoding

- If students choose the wrong sound as they read, ask them to suggest another sound that the letter or combination of letters could make.
- Look at the word *library* on page 8. Ask, *What is the tricky part of this word? What makes it tricky?*

### Fluency and Phrasing

- Record students as they read and play it back to help them to self-analyse their expression and fluency.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students where they think the text is set and what they think a story dog is.
- Read page 2 together. Explain that this text is a recount and discuss what that means. Ask, *Who do you think will be in the recount?*
- Continue to page 4. Ask, *Who is the 'I' who opened the door?*

- Read page 8. Together, find all the words that contain the letter 'a' and discuss what sound it makes in each word. Talk about the different letter combinations that make each sound.
- Look at pages 12–13. Point to the word pictures. Ask, *What sound does the 'i' make in this word? Can you find a word on this page where the 'i' makes a different sound?*
- Read page 14. Discuss the difference between the ways the word *read* is used and pronounced in the first sentence. Point to *read* in the second last sentence and ask, *Which sound does the 'ea' make in this word?*
- Re-read the text together and ask students to tell you, in their own words, what the girl did throughout the recount.

### Comprehension

- What was the name of the story the girl read to Picolo? (*Literal*)
- Why do you think Picolo liked the book that Ms Jeni was reading? (*Inferential*)
- Do you think it was a good idea to have Picolo come to the classroom? Why or why not? (*Inferential*)

### Follow-up Activities

- Together, discuss whether or not the girl liked having Picolo in the classroom. In pairs, ask students to identify the words and pictures in the book that show you how the girl felt. Ask each pair to share one of their findings.
- Together, make a list of all the adverbs of time from the text. Invite students to suggest any more words to add to the list. As they read other texts, ask students to look out for any of the words from the list and to add any further words.
- Brainstorm different animals that could be brought into the classroom and discuss the possible problems and benefits of each. Choose one of the animals and write a shared story about the day that it visited the class, incorporating some of the adverbs of time that students have learned. Make a good copy of the book, with students illustrating each page.
- Revisit the pictures of Picolo from the text and talk about what he looks like and how he behaved. Provide a range of art materials, such as wool, fabric and glue, and guide students to make a picture of Picolo using the materials. When they are done, have students write or audio record a few sentences that describe Picolo.

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## Learning Intentions

- We are learning to read longer words.
- We are learning to describe people or animals in a recount.

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## Success Criteria

- I can discuss and choose the correct vowel sound to use when I read longer words.
- I can explain what the girl and Picolo did in the text.
- I can describe how the girl felt at different points in the text.

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## Guided Reading Notes

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