

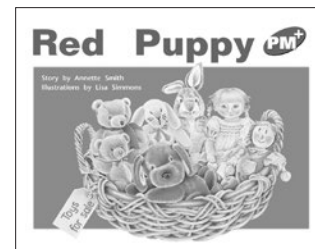
Red Puppy

PM Level 4

Red

Text Type Narrative

Running Words 85



Preparing for Guided Reading

Orientation to the Text

- Bring a pocket-sized soft toy to school. Encourage students to handle it while the story is being read and discussed.

Prior Knowledge

- Many students will be able to relate to the theme of this story – the feeling of anguish when you are the last person to be chosen. Red Puppy seemed to be the odd one out in a basket of toys.

Building the Balanced Reader

Concepts About Print

- Understand that bold type should be read with emphasis.
- Notice the letters and hear the sounds at the end of the words: *Puppy, teddy, happy*.
- Encourage picture interpretation. Focus on the details that help to predict the text.

Vocabulary

Key High-frequency Words

and, basket, rabbit, red

Content Words

teddy bears, dolls, Puppy, happy, little, girl

Decoding

- Locate some high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and differentiate between the purpose of a full stop and a comma.
- Change voice to apply the purpose of quotation marks.

Focusing on the Book – Guided Reading

- **Cover** Discuss the cover illustration and read the title. Draw students' attention to the capital R and P at the beginning of each word. Read the title again on the title page and talk about the vignette of Red Puppy.

- **Pages 2–5** Encourage students to use the vignettes when decoding words. Emphasise the importance of picture and initial letter link.
- **Pages 6–11** Point out the one-to-one matching of each student carrying a toy. Ask students to read the bold type with extra emphasis.
- **Pages 12–13** Emotional involvement in a text helps students to make meaning of their world. Ask, *How would you feel if you were never chosen?*
- **Pages 14–15** Ask students to read the text and predict what might happen.
- **Page 16** Link the text and the illustration.

Comprehension

- What were the three types of toys in the basket? (*Literal*)
- Who took the dolls from the basket? (*Inferential*)
- Why was Red Puppy happy at the end of the story? (*Inferential*)

Follow-up Activities

- Hold a 'Small Toy Day' at school. Ask students to bring along their favourite small toy. Encourage them to describe their toy to a friend or to a small group. Display the toys in a large basket. Each toy could have a label with its name and a brief description.
- Have students paint pictures of Red Puppy. Help them to write a sentence about him.

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Date _____

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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 in text.

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Guided Reading Notes

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