

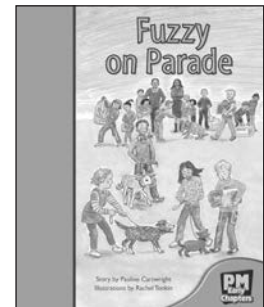
Fuzzy on Parade

PM Level 17

Turquoise

Text Type Narrative

Running Words 403



Preparing for Guided Reading

Prior knowledge

- Students should have some knowledge of how and why pets are trained, and of common farm animals.

Orientation to the text

- Gus wants a pet of his own to take to pet day at school, but all he has is his mother's hens. When Gus's neighbour, Adam, offers to lend him the smallest lamb, Gus surprises everyone with how well he trains it.

Building the Balanced Reader

Vocabulary

Key vocabulary

hen, lamb, parade, pet, practised, puppy, trained

Content words

farmyard, neighbours, smallest, woolly, wriggly

Decoding

- Support students to notice less common grapheme patterns, such as *mb* in *lamb* and *wr* in *wriggly*. Talk about other words they know that use these spellings.
- Look at the word *neighbours*. Ask, *What letters make the 'ay' sound in this word? Can you think of any other words where 'eigh' make the same sound together?*
- Discuss the fact that the text is written in the past tense with students. Talk about the verb endings they might expect to read in the text as a result of this.

Focusing on the book – guided reading

- Discuss the cover and title. Look carefully at the cover illustration and ask, *Where have you heard the word 'parade' before? What kind of parade do you think will be in this book?*
- Read pp. 2–3. Point to the apostrophes in *Gus's* and *Mum's*. Ask, *What do we call this punctuation? Why is it there?*
- Ask students to read to pp. 4–5 in pairs. Guide them to monitor each other for accuracy, checking if the harder words look right, sound right and make sense.
- Look at pp. 8–9 together. Ask students to identify all the different types of punctuation on the page and to explain what each is used for.

- Continue to p. 11. Ask, *What does the text on these pages tell us about Fuzzy? How do you think he will behave at the pet parade?*
- Read pp. 12–13 together. Ask, *Whose dog is it? Whose cat is it? How do you know?*
- Read to the end of the text. Briefly summarise the text together. Ask, *Is there anything you didn't understand? Do you have any questions about the story?*
- Ask students to practise reading the text a second time, paying attention to the punctuation to help with their reading.

Comprehension

- What did Gus like about the smallest lamb? (*Literal*)
- How did Gus feel when Fuzzy won the prize? How do you know? (*Inferential*)
- Why do you think Adam's mum let Gus keep the ribbon? (*Inferential*)

Follow-up activities

- Make a list of students and any pets that they have. Allow students to describe their pets orally for the group. If a student does not have a pet, they may describe their ideal pet. Model writing a short description of the pets of one or two students, using apostrophes where appropriate, e.g. *Jacob's dog can do tricks. Macy's bird is green and yellow*. Ask students to write about and draw the pets of two or three of their classmates, remembering to use apostrophes to show who the pets belong to.
- Discuss what would be involved in having a pet day at your school. Record the benefits of a pet day, the challenges and the tasks that would need to be done to make it run smoothly. In pairs, ask students to write a letter to the principal either in favour or against having a pet parade. Share the letters with the principal and consider whether a pet parade would be an appropriate event for your class or school.
- Talk about why Gus wanted a pet and why people choose to keep domestic animals. Make a fishbone diagram and choose headings representing different categories of pets for each major bone together, such as 'companion animals', 'show animals' and 'working pets'. Allocate each of the ideas to a pair or small group of students to add the small bones to describe the pets. Collate these into a visual display representing what students know about pets.

Fuzzy on Parade

Date _____

PM Level 17

Turquoise

Learning Intentions

- We are learning to monitor as we read.
- We are learning to recognise and use different punctuation.

• _____

Success Criteria

- I can say whether a word looks right, sounds right and makes sense as I read.
- I can identify and explain the use of apostrophes, speech marks and commas.

• _____

Guided Reading Notes

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