

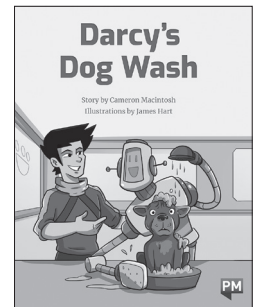
Darcy's Dog Wash

PM Level 22

Gold

Text Type Narrative

Running Words 758



Preparing for Guided Reading

Prior Knowledge

- Students should know that some people take their dogs to a dog wash to be cleaned and groomed, and they should have a basic understanding of what this involves. It would be useful if they are familiar with some dog breeds.
- Students should also understand that a robot is a machine that can look like a human and is able to do some tasks and jobs that humans do. Talk about how robots are programmed and controlled by humans.

Orientation to the Text

- This story is set in the future. Darcy runs a successful dog wash, staffed by robots. When a rival dog wash company opens across the street, Darcy's robots suddenly start making some big mistakes. Darcy must find out what is happening before his customers stop bringing their pets to him.

Building the Balanced Reader

Vocabulary

Key Vocabulary

admired, Afterwards, awful, brushed, cheerfully, doesn't, explained, meant, mine, moaned, properly, realised, taught, usually, wasn't, wrong

Content Words

area, business, competition, control, Dalmatian, Double, grooming, Labrador, poodle, programmed, radio, remote, robots, salon, service, sheepdog, town, truth

Decoding

- Talk about where to break adverbs, such as *sternly*, to make them easier to read, and how adding the 'ly' suffix changes the meaning of the base.
- When students are having problems with a particular word, guide them to identify the vowel sound first before decoding the rest of the word.
- Sound out the word *business* for students and ask them if it makes sense in a sentence. Ask, *What other strategies can you use to work out words that you are not sure of?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What important part of a narrative do we find on the front cover? What information does it give us?*

- Read pages 2–3 together. Ask, *What have you learned from the orientation? What do you think the complication of the story might be?*
- Continue to page 4 and point out the phrase *Just then*. Ask, *What sort of information are these words giving? Why did the author include them?*
- Continue to page 7 and find the time phrases together. Ask, *How do these phrases help us to understand what is happening in the story?*
- Read to page 11 with students. Ask, *What is the problem in the story? Do you think it is solved yet?* Invite students to give you their thoughts on what might happen next.
- Continue to page 19, guiding students to identify the time phrases as they read. Discuss the complication with students and ask, *What could Darcy do to fix the problem? How do you think the story will be resolved?*
- Point out the phrase *Straight away* on page 20. Ask, *What other time phrases could have been used here? What did the author want us to know by choosing Straight away?* Invite students to revise their predictions about the resolution.
- Continue to the end of the story. Ask, *How was the problem in the story solved? Do you think it was a good resolution?*

Comprehension

- How did Darcy control Darcy's robots? (*Literal*)
- What did Darcy mean when he said his robots gave such good service? (*Inferential*)
- What other jobs can robots do? (*Applied Knowledge*)

Follow-up Activities

- Revisit the breeds of dogs that are referred to in the text and ask students what they know about each one. Choose two of the breeds and conduct some further research about them. Make a Venn diagram and record the similarities and differences students find.
- Ask students to re-read the text and pick out two sentences or quotations that they think are important or interesting. Organise students into small groups to share and discuss what they chose and why.
- Talk with students about the important elements of the resolution of a narrative. Together, think of an alternate ending for the book and model how to write it. Ask each student to think of another ending for the text or for another book that they have recently read, and have them write a new resolution to share with the group.

Darcy's Dog Wash

Date _____

PM Level 22

Gold

Learning Intentions

- We are learning to identify and describe the parts of a narrative.
- We are learning to identify time phrases used to sequence events.

• _____

Success Criteria

- I can find and describe the title, orientation, complication and resolution of the story.
- I can find phrases describing the order of events, such as *A moment later* and *Afterwards*.

• _____

Guided Reading Notes

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