

Washing My Dog

PM Level 1

Magenta

Text Type Procedural recount



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with pets and what is required to look after them.

Orientation to the Text

- In this text without words, a girl and her mother show us the process they use to wash the dog together on a sunny day in the garden.

Key Language Structures

- The story presents the sequential steps required to wash a dog.
- Students may need prepositions to describe what is happening. *The dog is on the grass. The dog is in the bath.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

my, dog

Content Word

Washing

Decoding

- Ask students to identify the two sounds in *my*.
- Look at the word *dog*. Ask students to suggest words they know that rhyme with *dog*.

Fluency and Phrasing

- Allow students to talk to a partner about their responses before answering in full sentences.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustration. Ask students if they have a pet and how they care for their pet.
- Look at pp. 2–3 together. Invite students to name all the equipment that is shown on the pages. Ask, *What might each thing be used for?*
- Look at p. 5. Ask, *What is Mum doing? What do you think will happen next?*

- Continue to p. 9. Invite students to share what this process is like when they wash their hair and how it is different.
- Look at pp. 12–13. Ask, *What is the girl doing? What is the dog doing?*
- Continue to p. 15. Ask, *What was the last step in washing the dog?*
- Return to the beginning of the book and ask students to describe where the story took place. Encourage them to talk about the weather as well as what they can see in the garden.

Comprehension

- What does Mum carry the water in? (*Literal*)
- Do you think the girl has washed the dog before? Why or why not? (*Inferential*)
- Do you think the dog liked having a bath? How do you know? (*Inferential*)

Follow-up Activities

- In pairs, have students talk about the procedure they follow when they have a bath. As a group, write a brief procedure together describing the main steps.
- Talk about other actions that need to be taken to care for a dog. Have students choose one action to illustrate and make a book about how to care for a dog for your class library.
- Ask students to draw or paint a picture of a dog. Write the sentence stem 'The dog' on the board for students to copy and have them complete it independently or with assistance to describe their picture.

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Learning Intentions

- We are learning to describe the steps in a procedure.
- We are learning about the settings of stories.

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Success Criteria

- I can name some of the steps needed to wash a dog.
- I can describe where the story takes place.

• _____

Guided Reading Notes

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