

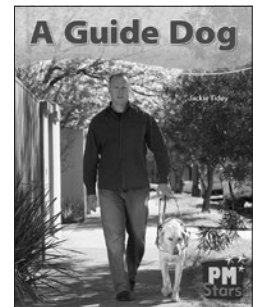
# A Guide Dog

PM Levels 11/12

Blue

**Text Type** Description

**Running Words** 160



## Preparing for Guided Reading

### Orientation to the Text

- Explain that the book describes Jazz, a guide dog. Read the title of the book. Introduce the main characters. Discuss the cover photograph. Discuss differences and similarities between a working dog and a dog that is a pet.
- Turn to the title page and read the chapter headings. Reinforce the key features of non-fiction books.
- Predict Jazz's role in keeping Marty safe at home and at work. Invite students to share their prior knowledge of what guide dogs are and what they do.

### Prior Knowledge

- This book describes a guide dog called Jazz whose partner, Marty, is visually impaired. Marty and Jazz are the characters in *Dad and Jazz* (PM levels 11/12).

### Key Language Structures

- Present-tense verbs are used to describe the subject of the description, e.g. *helps, goes, lives, sleeps*.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*around, lives, morning, needs, places*

#### Content Words

*blind, guide, harness, ready*

### Decoding

- Encourage quick recognition of high-frequency words.
- Provide support when students apply their knowledge of letter-sound relationships to decode or check unknown words. Ensure that students are cross-checking their decoding attempts against meaning and structure.

### Fluency and Phrasing

- Reinforce the importance of pausing at line breaks. Ensure that students understand how this improves reading fluency.

- Encourage students to recognise errors independently. Provide positive feedback when students have taken responsibility for re-reading or searching further.

### Focusing on the Book – Guided Reading

- Study the photographs on each page before reading the text. Introduce key interest words. Notice that Marty is wearing headphones on page 9. Inform students that screen-reader software is used to read out whatever appears on the computer screen. Discuss the reciprocal relationship that has developed between Jazz and Marty. Ask students to support their responses with reasons from within the book.
- Discuss the glossary on page 16. Find glossary words within the book.
- Find words in the book that end with -y: *Marty, family*.
- Discuss the root words of *goes, helps, lives, sleeps, stays, takes*.
- Locate prepositional phrases, e.g. *in Jazz helps Marty to stay safe at home and at work*.
- Discuss the possessive apostrophes: *Marty's room, Marty's work, Marty's chair, Jazz's harness*.
- Notice commas used to separate information: *If Jazz has his harness on, he is working*.

### Comprehension

- Why isn't Jazz a pet? (*Literal*)
- Where does Jazz sleep at night? (*Literal*)
- How does Jazz look after Marty at work? (*Literal*)
- Why are guide dogs allowed to go to people's offices? (*Inferential*)
- What does Jazz know he must do when he has his harness on? (*Inferential*)
- Why does Marty need Jazz? (*Inferential*)

### Follow-up Activities

- Discuss examples of how dogs and people work together, e.g. farm dogs, police dogs, search and rescue dogs. Provide opportunities during shared, guided or independent writing for students to write descriptions of other dogs that are trained to help people.
- Make a web map of all the places where guide dogs may go.

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## Learning Intentions

- We are learning that different text types use different verb tenses.
- We are learning to use our knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.

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## Success Criteria

- I can use my knowledge of verb tenses to correctly read and write descriptive sentences.
- I can use my knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.

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## Guided Reading Notes

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