

Look Out for Bingo

PM Level 8

Yellow

Text Type Narrative

Running Words 138



Preparing for Guided Reading

Orientation to the Text

- Provide students with copies of other Sam and Bingo stories at levels 3–7. Discuss the humorous things that happen in each story.

Prior Knowledge

- Ask students to retell occasions when they have played in water.
- Most children love playing in water. Sam is no exception. She is having lots of fun cooling off under the sprinkler in the back garden when Bingo decides to join in.

Key Language Structures

- Identify speech marks around the words spoken by the characters, e.g. “I like playing in the water, Mum,” said Sam.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

away, look, play, run

Content Words

again, dry, dressed, towel, water

Decoding

- Teach students to apply their phonemic awareness to decode or predict words, e.g. l-oo-k, pl-ay, t-ow-e-l

Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter–sound relationships to decode or predict unknown words.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

Focusing on the Book – Guided Reading

- Read the title together and discuss Sam and Bingo’s actions. Read the title again on the title page.
- Point out how Bingo has flopped down on the grass. Have students predict what Sam might be asking Mum, before they read the text.

- The actions of both Sam and Bingo support the meaning. Encourage reading with the appropriate intonation.
- Observe the students’ strategies as they attempt the words *dry*, *towel* and *dressed*.
- Prediction and ‘reading between the lines’ are both important skills to be encouraged.
- Revise the verb endings: *go – going*; *play – playing*; *run – running*.
- Reinforce the use of punctuation to assist meaning.
- Encourage reading with intonation.

Comprehension

- What did Sam like doing? (*Literal*)
- Where did Sam and Bingo play? (*Inferential*)
- Why did Sam tell her mum to look at Bingo? (*Inferential*)

Follow-up Activities

- Make a wall story of each event featured in the story. Record the dialogue in speech bubbles.
- Make cards with half sentences from the story for the children to read and match. The students could choose one of the completed sentences to copy onto pastel coloured paper. Have them add an appropriate illustration.
- Invite students to talk about how they keep cool in summer. List their ideas on a chart. Have them add illustrations.

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Date _____

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Learning Intentions

- We are learning that a narrative text has an orientation, complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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Guided Reading Notes

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