

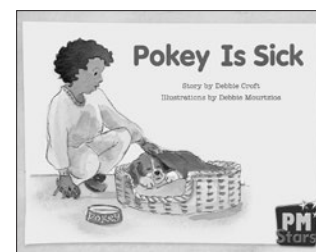
Pokey Is Sick

PM Level 8

Yellow

Text Type Narrative

Running Words 150



Preparing for Guided Reading

Orientation to the Text

- Invite students to share their prior experiences with puppies – what they look like, how to look after them, games they like to play, etc.
- Read the title of this book. Introduce the main characters. Discuss the cover and title page illustrations. Discuss reasons for Pokey not wanting to get out of her basket.

Prior Knowledge

- This is the first story in a series of three books about Tess and her older brother, Danny. One morning Tess surmises that Pokey, her little puppy, must be sick because she will not get out of her basket. Danny does not agree with Tess. To test his theory, Danny indicates that he is going outside to play with a ball. Pokey soon reveals that she is ready to play ball, too.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

cold, her, of, out, outside, wet

Content Words

basket, Danny, Pokey, puppy, sick, Tess

Decoding

- Provide support as students apply their knowledge of phonemes to decode unfamiliar words, e.g. *h-er, s-i-ck, c-a-n*.
- Identify the words *stayed* and *play*. Use the books *st* and *pl* in the **PM Alphabet Blends** series to recall other words that begin with the same letters.
- Discuss the *-ck* ending at the end of *sick*. Recall other words that end in the same way, e.g. *back*.
- Say these words slowly, emphasising the final sound: *Pokey, puppy, Danny*.
- Discuss inflectional endings: *look, looked, looking*.
- Revisit the inflectional ending *-ing*, e.g. *running*.
- Locate compound words used in the book, i.e. *into, outside, today*. Identify the two small words in each.

Fluency and Phrasing

- Explicitly teach students to recognise time and sequence words that tell when the events happened, e.g. *today* on page 11.

- Reinforce the importance of using dialogue to assist meaning. Discuss dialogue in the book, e.g. compare “*Here is some water, Pokey,*” said Tess with “*Pokey can not go outside today,*” said Tess. “*She is too sick!*”
- Demonstrate changes in tone, pitch and volume when reading the text on page 15.

Focusing on the Book – Guided Reading

- Encourage prediction as the illustrations are discussed. Use details in the illustrations to predict or infer meaning, such as Tess’s indignant stance on page 10 when she disagrees with Danny’s opinion. Talk about how this conflict builds tension in the story. Talk about why Danny could tell that Pokey was not sick.
- Discuss reasons for Pokey’s miraculous recovery, or whether she had been teasing Tess.
- Invite students to retell the story in their own words. If necessary, model how to include details that elaborate on main events.
- Note the use of the helping verb *will*, e.g. *She will not get out of her basket*. Explain that *will* is used when something has not yet happened.
- Talk about the opposites in the story: *in, out*. Discuss the opposites of these words from the book: *little, outside, cold*.
- Ask students to locate quotation marks and explain their purpose, e.g. *These are quotation marks. They tell us that someone is talking.*
- Draw students’ attention to question marks and exclamation marks, e.g. “*Are you sick? You look sick to me!*”

Comprehension

- Why did Tess think Pokey was sick? (*Literal*)
- Why did Danny tell Tess to come outside, too? (*Literal*)
- Why was Tess annoyed with Danny? (*Inferential*)
- Why did Danny decide to go outside and play with the ball? (*Inferential*)
- What did Pokey look at before she got out of the basket? (*Inferential*)

Follow-up Activities

- Share *Dogs* (PM level 14/15). Have students participate in writing and illustrating a class book about dogs.

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Date _____

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Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- 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 sequence the beginning, middle and end events to retell the story.
- 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