

Boss is hungry

PM Level 2/3

Magenta

Text Type Procedural narrative

Running Words 55



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with basic structure of a procedural text including materials and the steps that need to be taken.

Orientation to the Text

- Boss the dog is hungry. His owner gives him food, water and a bone, then plays with him before he falls asleep.

Key Language Structures

- Some sentences are longer, with prepositional phrases introduced: *in the little bowl, on the grass*.
- Opposites are used to contrast size: *big bowl, little bowl*.

Building the Balanced Reader

Concepts About Print

- Ensure that students are familiar with the skills involved in handling and reading a book – awareness of the front and back of the book, the starting point for reading, page turning and directionality, word-by-word matching.

Vocabulary

Key High-frequency Words

a, at, big, goes, Here/here, in, is, little, Look, my, not, on, The/the

Content Words

asleep, bone, bowl, dog, food, grass, hungry, playing, water

Decoding

- Look at the word *playing*. Ask, *What word do we get if we take the 'ing' off the end?*
- Ask students to identify the blend at the start of the word *grass*. Talk about other words that start with the same blend.

Fluency and Phrasing

- Revise the high-frequency words in the text before beginning reading to increase students' confidence and fluency.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Ask, *Who do you think Boss is? What else can you see?*

- Read pp. 2–3. Ask, *Do you have a pet? How do you know when he or she is hungry?*
- Read to p. 6. Ask, *What are the things that Boss's owner needs to feed him?*
- Continue to p. 11. Ask, *What did Boss's owner do first? What did he do next?*
- Look at p. 15. Look at the word *hungry* together. Ask, *How many sounds are in 'hungry'? How many syllables?*
- Read p. 15 together. Ask students to share any experiences they have of playing with dogs or other animals.
- Reread the text and discuss each of the things that the boy did to take care of Boss.

Comprehension

- Why isn't Boss hungry at the end of the book? (*Literal*)
- Why did Boss fall asleep? (*Inferential*)
- Why do you think the dog was called 'Boss'? (*Inferential*)

Follow-up Activities

- Rewrite the text together as a procedure for how to look after a dog with materials and steps. In pairs, have students follow the model to write a simple procedure for how to look after a different animal. After they have illustrated their work, collate the procedures into a class book.
- Share with students one thing that the text reminds you of, such as a time you played with a pet, or a time when you unexpectedly ran out of pet food. Ask students to think about what the book reminded them of, then pair them up to share their thoughts. Encourage students to articulate the event or picture in the text that they connected with.
- Present the words *big* and *little* as opposites. Look at the pictures of the big bowl and the little bowl in the text to show students how they are different. Ask students to suggest a word to describe Boss, such as *hungry*, and see if they can also identify the opposite of the word. List the pair of words on the board and support students to generate more opposites to add to the list. Allocate opposites to students to illustrate and display around the room.

Boss is hungry

Date _____

PM Level 2/3

Magenta

Learning Intentions

- We are learning to sequence the steps in a procedure.
- We are learning to make connections with a text.

• _____

Success Criteria

- I can identify what happened first, next and last in the text.
- I can say how the text is like things that I have seen or experienced.

• _____

Guided Reading Notes

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