

Hello, Bingo!

PM Level 2/3

Magenta

Text Type Narrative

Running Words 42

Hello, Bingo!



Preparing for Guided Reading

Prior Knowledge

- Talk with students about how people can go to animal shelters to buy pets. Discuss why this is a very good thing for the animals in the shelters.

Orientation to the Text

- This is one of many stories about Sam. In this story, Sam and Mum go to an animal shelter and choose a suitable pet: Bingo.

Key Language Structures

- Story told mostly through short sentences, conveyed through dialogue.
- Use of exclamation mark for emphasis.

Building the Balanced Reader

Concepts About Print

- Ensure that the procedures of directionality and return sweep are secure.
- Confirmation of word attempts using the initial letter.

Vocabulary

Key High-frequency Words

a, and, at, big, Come, Here, is, little, look, Mum, No, said, the

Content Words

dogs, Sam, Bingo

Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Recognise words with the support of meaning and language and structure.

Fluency and Phrasing

- Point and read at a consistent steady rate.
- Slow down to problem solve words and resume reading at a consistent steady rate.
- Change voice to differentiate between Sam and Mum.

Focusing on the Book – Guided Reading

- **Cover** Identify Sam and Bingo. Ask, *Where is Bingo? Do you think Bingo and Sam like each other? Why/Why not?*

- **pp. 2–3** Ask, *What do you think Mum and Sam have come here to do? How does Sam feel about this?*
- **pp. 4–5** Talk about the big dog. Ask, *Does Mum like the big dog? Does Sam look excited about it?*
- **pp. 6–7** Sam does not want the big dog. Ask, *Do you think the big dog is sad that Sam doesn't want him?*
- **pp. 8–9** Sam is looking closely at the little dog. Ask, *Do you think Sam likes the little dog more than the big dog?*
- **pp. 10–11** Sam does not want the little dog either. Ask, *Why do you think the little dog is not good for Sam?*
- **pp. 12–13** Ask, *How does Sam know Bingo's name? Do you think Sam is more interested in Bingo than in the other dogs?*
- **pp. 14–15** Discuss Sam's reaction to Bingo. Ask, *Do you think Sam and Bingo like each other? Why/Why not?*
- **p. 16** Discuss the fact that Bingo is going home with Sam and Mum. Ask, *Do you think Mum likes Bingo too?*

Comprehension

- Which dog did Sam choose? (*Literal*)
- Why do you think Sam didn't want the big dog? (*Inferential*)

Follow-up Activities

- Ask students if they have pets of their own. Ask if any of these students' pets came from a similar shelter to the one in the story.
- Talk about ways to keep pets from getting lost and ending up in a shelter, e.g. name and phone number on collar, secure yard. Make a list of students' thoughts. Have students make posters that encourage people to keep their pets safe.
- Discuss the visual pattern of the words *Sam* and *Mum*. Have students suggest other words that follow the same pattern.

Learning Intentions

- We are learning that punctuation is used in sentences and we need to reflect it in our voice.
- We are learning that 'good' readers remember what they have read.
- _____

Success Criteria

- I stop and take a breath when I notice a full stop at the end of a sentence.
- I can retell the events of a story after I have read it.
- _____

Guided Reading Notes

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