

Josh and Scruffy

PM Level 2/3

Magenta

Text Type Narrative

Running Words 46



Preparing for Guided Reading

Prior Knowledge

- Ask students whether they have pets, and whether their pets are good to play with.
- Talk about playing with pets, particularly dogs. Ask, *What sorts of games do dogs particularly enjoy playing? In what ways can it be difficult to play games with a dog?*

Orientation to the Text

- This is one of several stories about Josh. In this story, Josh involves Scruffy in the games he is playing with his toys.

Key Language Structures

- Repetition of the phrase *Look at Scruffy*, followed by a statement of Scruffy's location.

Building the Balanced Reader

Concepts About Print

- Ensure photographic information and the text are being linked.

Vocabulary

Key High-frequency Words

at, Come, comes, Here/here, in, is, Look, on, the

Content Words

Scruffy, truck, road, box, blocks

Decoding

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

Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and differentiate between the purpose of a full stop and a comma.
- Change voice to apply the purpose of quotation marks.

Focusing on the Book – Guided Reading

- **Cover** Identify Josh and read his name in the title. Use initial letters to decode the word *Scruffy*. Read the title again on the title page and talk about the vignette of Scruffy.

- **pp. 2–3** We are introduced to Josh's dog, Scruffy. Ask, *What is Josh doing? Why is Scruffy running towards him?*
- **pp. 4–5** Direct students to look at Scruffy. Ask, *What sort of relationship do you think Scruffy and Josh have with each other?*
- **pp. 6–7** Ask, *How does Josh feel about Scruffy being in the truck?*
- **pp. 8–9** Ask, *What has Scruffy done to the road that Josh has made with the blocks? How do you think Josh feels about this?*
- **pp. 10–11** Ask, *Why do you think Scruffy has gone into the box? What might Scruffy find in there?*
- **pp. 12–13** Ask, *How does Josh feel about Scruffy being on the blocks?*
- **pp. 14–15** Demonstrate how to read the text with intonation. Ask, *Do you think Scruffy will be interested in the toy that Josh is showing him?* Encourage students to predict what might happen next.
- **p. 16** Talk about Scruffy's interest in the ball. Ask, *How does Josh seem to feel about Scruffy running towards the ball?*

Comprehension

- What did Scruffy do to Josh's road? (*Literal*)
- Why do you think Josh showed Scruffy the ball? (p. 15) (*Inferential*)

Follow-up Activities

- Refer students to the BLM. Activity 1 – students rewrite each word on the lines provided. Activity 2 – students write the correct preposition (*in* or *on*) to complete each sentence. Activity 3 – students circle and colour the items that have *s* as their initial letter. Activity 4 – students draw Josh and Scruffy in the appropriate boxes.
- Have students make a list of their favourite toys. Ask them to consider which of these toys they might be able to use to play with a dog, as Josh has done in the text.

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