

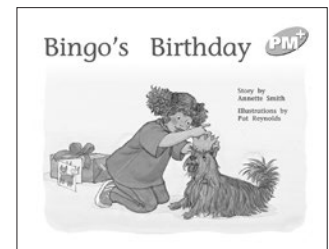
# Bingo's Birthday

PM Level 7

Yellow

**Text Type** Narrative

**Running Words** 116



## Preparing for Guided Reading

### Orientation to the Text

- Read a story about birthdays to students, e.g. *Birthday Presents* (PM level 11). Talk about the traditional ways birthdays are celebrated.

### Prior Knowledge

- Sam decides to celebrate Bingo's birthday. However, Bingo is not as cooperative as Sam would like him to be.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*down, here, sit, your*

#### Content Words

*birthday, Happy, card, help, inside, lucky, bone*

### Decoding

- Locate most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

### Focusing on the Book – Guided Reading

- **Cover** Emphasise the initial letter *B* as the title is read on the cover and again on the title page. Discuss the cover illustration and the title page vignette.
- **Pages 2–5** Encourage reading with intonation that reflects the actions of Sam and Bingo.
- **Pages 6–9** Some children will be anticipating what might happen. Read the text to confirm their predictions.
- **Page 10–11** Draw students' attention to the word *box*. Say it slowly, listening to the sound.
- **Pages 12–13** Ask, *What do you think is in the box?*
- **Pages 14–16** Explain that the bone is a toy, purchased for dogs to chew.

### Comprehension

- What items did Sam give Bingo for his birthday? (*Literal*)
- What did Bingo try to do to the presents? (*Inferential*)
- How did Sam feel when Bingo tried to eat the presents? (*Inferential*)

### Follow-up Activities

- Refer to page 6 of the story book. Talk about the card that Sam made for Bingo. Suggest that students make their own card for Bingo.
- Ask students to bring a photograph of themselves taken on one of their birthdays. Help each child to write an accompanying explanation.
- Invite students to decorate their own copy of the song 'Happy Birthday'. Encourage rhythmical clapping to the tune as it is sung.

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## Learning Intentions

- We are learning to make predictions whilst reading.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

• \_\_\_\_\_

## Success Criteria

- I can make predictions based on what I have read.
- 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