

Lucky Goes to Dog School

PM Level 7

Yellow

Text Type Narrative

Running Words 127



Preparing for Guided Reading

Orientation to the Text

- Share the story *Harry the Dirty Dog* by Gene Zion (Random House, 1956).
- Make a large mural of Harry in 'before and after' poses. Tear small pieces of black and white paper and paste onto the outlines of Harry.

Prior Knowledge

- The family pet is taught obedience skills.
- Over-repetition of words can sound artificial, but the repetition of words in this book is tied to reality.

Key Language Structures

- Ensure students understand the purpose of punctuation marks in this text, such as the speech marks and exclamation marks.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

coming, help, sit, this, with

Content Words

naughty, school, shops, shouted, teacher

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

- Show students the book cover. Talk about schools, learning and rules. Encourage students to draw conclusions about a dog school.
- On pages 3 and 5, Lucky shows what badly trained dogs do. Ask students to talk about road safety. *What can Dad do about Lucky's behaviour?*
- Demonstrate the use of exclamation marks by reading with expression to convey the meaning.

- Observe students reading independently. Check that they can control the directionality as sentence lengths vary on many pages.

Comprehension

- Why did Dad shout at Lucky? (*Literal*)
- Why did Ruby tell Lucky that he was a "Good dog!"? (*Inferential*)

Follow-up Activities

- Draw on students' own experiences of family pets being disobedient. Show students how to analyse their work by drawing in the arrows.
- Invite a local veterinarian to visit the classroom. As a shared writing experience, the teacher could write the letter of invitation for students to sign. Discuss the purpose of the letter before writing. Show students how to check the content to see that all important details have been included.
- The veterinarian's visit could be followed up with a sequenced wall story for students to illustrate. Encourage them to make their pictures as detailed as possible to suit the text. Have cards available for students to attach to the appropriate places on the story. Wall stories can be made into books for the class library.
- Students will want to describe the different types of dogs they have seen. They could choose one dog to draw. Use a sheet of soft coloured cardboard as the background. Encourage students to think about the features of the ears, nose, tail and legs as they draw. Extend this activity for the more able students. List descriptive words suggested by students on a chart. Some students may want to copy these words onto their pictures.
- Talk about the name 'Lucky' for the dog in the story. Was it a good name for this dog? Discuss dogs' names and whether they are appropriate for the features or personality of each dog. Make a list of dogs' names.
- Collect coloured pictures of dogs and glue them onto cardboard. Use them as an attribute sorting activity.

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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.

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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