

A Puzzle for Scruffy

PM Level 5

Red

Text Type Narrative

Running Words 109



Preparing for Guided Reading

Prior Knowledge

- Talk with students about pets, and the fact that many people like to teach their pets to do tricks. Ask students if they have tried to teach their own pets to do tricks, and if so, how successful their attempts were.

Orientation to the Text

- In this story, Josh sets up a course of obstacles for Scruffy. Scruffy misunderstands some of Josh's commands, but eventually succeeds at the obstacles.

Key Language Structures

- The author has used dialogue to make the story interesting.
- Use of varied sentence lengths to create rhythm and tension.

Building the Balanced Reader

Concepts About Print

- Letter cluster: *nt* – *went, into*
- Revisit letter names and sounds: *Ss, Rr, Gg*.
- Reinforce first and last letters of a word.

Vocabulary

Key High-frequency Words

good, into, looked, ran, run, went

Content Words

Scruffy, Josh, puzzle, seesaw, box, blocks

Decoding

- Recognise high-frequency words within the text.
- 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** Talk about the book title, and the fact that Scruffy is coming out of the box. Ask, *Do you think the cardboard box is a part of the puzzle for Scruffy? Can you think of a way to use a box as a puzzle for a dog?*
- **pp. 2–3** Point out the three puzzles. Ask students to guess what Josh might want Scruffy to do with each of them.
- **pp. 4–7** Ask, *Do you think Scruffy likes being in the box? How do you think Josh feels about Scruffy going to the box instead of the seesaw?*
- **pp. 8–9** Ask, *How do you know Josh is feeling happier now?*
- **pp. 10–11** Discuss how Scruffy has gone to the wrong puzzle again. Ask, *Do you think Scruffy is confused? Do you think Scruffy is being naughty?*
- **pp. 12–13** Discuss the fact that Scruffy is now doing what Josh wants him to do. Ask students to predict what will happen next.
- **pp. 14–16** Scruffy has now done another trick successfully. Ask, *How do you think Josh feels about Scruffy now?*

Comprehension

- Why do you think Scruffy ran into the box instead of going on the seesaw? (*Inferential*)
- Why did Josh give Scruffy a big hug at the end of the story? (*Inferential*)

Follow-up Activities

- Re-read the book *Josh and Scruffy* (PM Level 2/3). Discuss the two characters and their relationship.
- Talk about students' pets. Ask, *Have you ever tried to teach a pet to do a trick? Did your pet learn the trick?* Have students draw a picture of a pet (their own, or a friend's) doing a new trick.
- Discuss alternative endings to the story. For example, ask students to consider what Josh could do to help Scruffy if he kept struggling with the obstacles.
- Have students look around the classroom for other items that could be used as puzzles for Scruffy.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.
- _____

Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks and words printed in bold in the text.
- _____

Guided Reading Notes

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