

Bingo Is Hiding

PM Level 5

Red

Text Type Narrative

Running Words 103



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with the idea that part of the responsibility of being a dog owner is exercising and playing with your dog.
- Students should also understand that dogs can be playful.

Orientation to the Text

- Sam and Bingo are playing ball together. But when Sam throws the ball into the bushes, Bingo disappears too.

Key Language Structures

- The length of some sentences is increased with prepositional phrases – *at Sam; into the bushes; for the ball.*
- Comprehension of the text depends on paying attention to both the words and the images.

Building the Balanced Reader

Concepts About Print

- Ask students to show you one word on a page. Then ask them to show you two words. Discuss the beginning and the end of each word.

Vocabulary

Key High-frequency Words

away, Good, into, Run, went, Where

Content Words

ball, Bingo, bushes, hid, hiding

Decoding

- Ask students what they can do when they come to a word that they are not sure of, before they start reading it.
- Look at the word *Woof* on page 16. Ask, *What sound does the 'oo' make in Woof? What other words do you know where 'oo' makes the same sound?*

Fluency and Phrasing

- Talk with students about a 'just right' pace for reading. Model reading a page too fast, too slow and then at an appropriate pace.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students who they think Bingo is and why he might be hiding.

- Read page 2 with students. Point out the words *Look* and *looked* and ask students how they are different and why.
- Ask students to read page 6. Have them stop after each sentence and make sure they understand what the text is telling them.
- Continue to page 10. Instruct students to point to the question marks. Ask, *How does a question mark change the way you read the sentence?*
- Continue to page 13. Ask students to explain what is happening in the story and how they know.
- Look at page 14. Together with students, find all the words where 'a' makes the 'a' sound, like in the word *cat*. Ask, *Can you find a word where 'a' makes a different sound?*
- Read to the end of the text together. Ask, *What do you know about Bingo that you didn't know at the start of the story?*

Comprehension

- How did the ball end up in the bushes? (*Literal*)
- What do you think Bingo was doing in the bushes? (*Inferential*)

Follow-up Activities

- Make a statement about the text. Ask students to stand on one side of the room if they think it is true and on the other side if they think it is false. Ask students to justify their responses using the text before discussing the correct answer.
- Model a 'Wondering' activity about the text with the students, i.e. *I wonder . . . what other games Sam plays with Bingo.* Ask students to share one of their own wonderings with a partner and discuss the possible responses.
- Have one student hide a ball in the classroom and give clues to the rest of the group about where it is. Give different students a turn at hiding and searching for the ball, and discuss which clues were the best and why.
- Invite students to share when they have played hide and seek and what hiding places were the best. Have students draw a picture of their ideal hiding place and support them in writing a sentence about it.

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Learning Intentions

- We are learning strategies to monitor our reading.
- We are learning to recognise different sentence types.

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Success Criteria

- I can stop and re-read the sentence when it doesn't make sense.
- I can find questions in the text.
- I can change the way I read when I see a question mark.

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Guided Reading Notes

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