

Bingo's Ice Cream

PM Level 5

Red

Text Type Narrative

Running Words 88



Preparing for Guided Reading

Orientation to the Text

- Re-read *Sam and Bingo*, *Sam's Balloon* and *Sam's Race* (PM levels 3 and 4). Ask students to paint a picture of Sam and a picture of Bingo. Display each painting with a descriptive sentence, e.g. *Sam has curly red hair, Bingo is a little dog.*

Prior Knowledge

- This is another story about Sam and her dog, Bingo. The setting is a small shopping centre. Mum comes out of the shop with ice creams when the inevitable happens!

Building the Balanced Reader

Concepts About Print

- Understand the concept of first and last words.
- Associate upper- and lower-case letters: *Hh – Here, here; Aa – And, and.*
- Use *sh* (**PM Library Alphabet Blends**) to develop the sound: *sh – shouted.*

Vocabulary

Key High-frequency Words

cried, eating, ice cream

Content Words

shop, shouted, Mum

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** Discuss the illustration. Talk about the ice cream that Mum is giving to Sam. Point out the sign and the pictures on the shop window. Read the title together. Read it again on the title page.
- **Page 2** Discuss why Sam is standing with her arms outstretched.
- **Page 4** Notice how Bingo is looking up at the ice creams.

- **Pages 6–9** Predict what Sam could be saying. Ask, *What do you think Mum will do now?*
- **Pages 10–13** Talk about how Sam is feeling. Discuss Bingo's actions.
- **Pages 14–16** Discuss the satisfying ending to the story. Comment on the one-to-one matching of the text and illustration on page 16.

Comprehension

- What kind of shop did Mum, Sam and Bingo go to? (*Literal*)
- Why did Sam tell Bingo to go away? (*Inferential*)
- Why did Mum go back into the shop? (*Inferential*)

Follow-up Activities

- Make a list of students' favourite ice creams. Have them draw, cut out and paste their ice cream onto a chart under the appropriate heading.
- Role-play the story, improvising with additional dialogue.
- Draw pictures of family members holding an ice cream each. Reinforce the one-to-one matching.

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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.

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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.

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Guided Reading Notes

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