

Bingo Goes to School

PM Level 9

Blue

Text Type Narrative

Running Words 171



Preparing for Guided Reading

Orientation to the Text

- Re-read *Lucky Goes to Dog School* (PM level 7). Talk about the over-repetition of specific words, in a firm voice, as an aspect of dog obedience training.

Prior Knowledge

- This is another story about Sam and Bingo. In preparation for 'Pet Day' at school, Sam teaches Bingo some simple obedience skills. But will he still respond to her instructions when he gets to school?

Key Language Structures

- Longer, two-clause sentences encourage the development of students' thought and language skills.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

best, having, him, Saturday

Content Words

woof, school, running, walking, naughty

Decoding

- Recall most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by re-reading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.
- Use voice intonation to convey meaning when reading words in bold print.

Focusing on the Book – Guided Reading

- Read the title. Discuss the illustrations on the cover and title page. Predict what might happen when Bingo goes to school.
- Discuss the need for Sam to 'train' Bingo before taking him to school. Notice how she presses firmly on Bingo's back to help him understand 'sit'. Demonstrate reading with expression.

- Check the illustrations to confirm the meaning of the text.
- Discuss the words that are repeated in bold print. How has Bingo responded to Sam's training?
- Talk about Sam's proud response.
- Revise verbs: *running, walking, looking, having, jumped*. Have students make a list from the story. What other verbs might relate to the text?
- Look at the sound word *woof*. What other onomatopoeia words might relate to a pet's day? Have students make a list.

Comprehension

- Why did Sam want to take Bingo to school? (*Literal*)
- Why did Sam want Bingo to walk, not run? (*Inferential*)
- Why did Sam say that Bingo was the best dog at school? (*Inferential*)

Follow-up Activities

- List the actions of obedient and disobedient dogs. Provide each student with a piece of paper folded in half. On one side, have them write and draw about an obedient dog. On the other side, have them write and draw about a disobedient dog. Invite students to read their writing aloud. Encourage other class members to agree or disagree.
- Provide students with coloured paper, scissors, pens and paste. Have them make a rosette similar to the one in the story.
- List the commands used when training a dog to be obedient. Role-play using these commands. Have students draw themselves training a dog. Ask them to write their commands in bold print inside speech bubbles. Display as a wall chart.

Learning Intentions

- We are learning to identify the problem in the narrative and suggest possible solutions.
- 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 identify the problem in the narrative and suggest a possible solution.
- 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 |
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