

# Go Away, Socks!

PM Level 9

Blue

**Text Type** Narrative

**Running Words** 159



## Preparing for Guided Reading

### Orientation to the Text

- Discuss the behaviours of cats when they are near birds, e.g. stalking, creeping up behind, pouncing. Explain that cats are meat eaters. Inform students that this causes a problem in this story about Rosa and Socks.
- Read the title of the book. Discuss the cover and title page illustrations. Talk about the purpose of a bird bath.

### Prior Knowledge

- This is the third book in the series about Rosa and her pet cat, Socks. It follows *Where Is Socks?* (PM level 3/5) and *Sit Down, Socks!* (PM level 6/8). In this story, a new bird bath has been placed in Rosa's garden. She wants the birds to enjoy splashing in the bird bath, but she becomes distressed when Socks shows signs of stalking the birds. Dad praises Rosa's clever thinking when she comes up with a solution to the problem.

### 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

*but, can't, flying, from, new, saw*

#### Content Words

*bath, house, sky, splash*

### Decoding

- Observe students' understandings of concepts about print. Ensure that they are transferring this knowledge during shared, guided and independent reading.
- Encourage quick recognition of high-frequency words in the book.

### Fluency and Phrasing

- Explicitly teach students to check or search again when an error has been made. Prompt by asking, *Does that word sound right? Does it make sense? Does it look right?*
- Demonstrate and praise reading with fluency and phrasing.

## Focusing on the Book – Guided Reading

- Find words in the story that begin with the blends *fl* and *pl*. Use the books *fl* and *pl* in the **PM Alphabet Blends** series to identify other words beginning with the same sounds.
- Talk about these verb tenses: *splash, splashing, splashed; come, coming, came; hide, hiding, hid; stay, staying, stayed*.
- Recall that names begin with a capital letter, e.g. *Rosa, Dad, Socks*.
- Expand the contraction *can't*.
- Draw students' attention to sentences that contain exclamation marks. Model how to read these sentences with appropriate fluency, e.g. *"Naughty Socks!" said Rosa*.
- Study the illustrations. Notice that the bird bath is first placed in a garden bed. Talk about why placing the bird bath here has created a problem. Discuss why moving the position of the bird bath will solve the problem.
- Reinforce the structure of a narrative. Assist students to locate information within the illustrations or text that tells the reader *when? who? where?* Ask questions that encourage students to express their understanding of why the cat's behaviour created a problem for Rosa, what happened next and how Rosa solved the problem. Explain that understanding the sequence of events in a story will allow them to focus on meaning.

## Comprehension

- What do birds like to do in a bird bath? (*Literal*)
- What did Dad do to chase the little bird up into the sky? (*Literal*)
- Who helped Dad to move the bird bath? (*Literal*)
- Why was Rosa worried when she saw Socks hiding in the leaves? (*Inferential*)
- Why did Rosa have to help Dad when the bird bath was moved? (*Inferential*)
- Why did Dad say that Rosa was clever? (*Inferential*)

## Follow-up Activities

- Invite students to retell the story in their own words. Encourage them to use time and sequence words to order the events, e.g. *first, then, next, after that, finally*.

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## 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