

# Bath Time

PM Level 12

Green

**Text Type** Narrative

**Running Words** 213



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand that not all animals like to or need to have a bath.
- Students should know that dogs can have playful natures.

### Orientation to the Text

- Digger the dog is muddy and needs a bath. His owners, Ruby and Grace, discover he is more in the mood for playing than bathing, until he lands himself right in the tub.

### Key Language Structures

- The story is largely told using direct speech, which incorporates statements, questions and exclamations.
- Regular and irregular past-tense verbs are used in the text – *jumped, lay, ran, walked*.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*around, muddy, over, sand, smiled, so, time, want, was*

#### Content Words

*bath, clean, garden, heavy, naughty, sandpit*

### Decoding

- Help students monitor their reading by encouraging them to re-read a word or sentence if they pause.
- Look at the word *naughty* on page 6. Ask, *How many letters make the 'or' sound in this word? What are they?*

### Fluency and Phrasing

- Model reading direct speech for students in the way the words would be spoken. Ask students to copy you to practise their expression.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students to describe what they see and to explain how they think the cover illustrations will relate to the story.

- Read page 2. Show students how to break the word *garden* into syllables. Ask, *Can you find another word with two syllables on this page?*
- Continue to page 6. Ask, *Where was the sand on Digger? Point to the place in the text where you can find this information.*
- Look at page 10. Point out the words *to* and *too*. Ask, *What is the difference between these words? When do you use each?*
- Read page 12. Ask students to cover up the second syllable in *Digger* with their fingers. Read the first syllable together and ask students what the second syllable is.
- Continue to page 16. Ask, *Which word on this page is in bold? Why do you think the author has done that?*
- Ask students to re-read the text with a partner, to practise using expression.

### Comprehension

- Why did Ruby and Grace need a bath? (*Literal*)
- How do you think Digger got his name? (*Inferential*)
- Why did Ruby smile when Digger jumped into the tub? (*Inferential*)

### Follow-up Activities

- Make a list of things that students know about Digger after reading the text. For each detail, ask students whether the information is stated directly in the text. If it is not, ask students to describe the events in the story that made them say that.
- Brainstorm and record other words that could be used to describe a dog. Ask students to write a description of their own dog, or a friend's or neighbour's dog, using some of the words, and to draw a picture to go with their description.
- Put students into groups and ask them to act out one part of the story. The other students must guess which event they are watching and describe how they knew.
- Read another story about bath time, such as *How to Give Your Cat a Bath* by Nicola Winstanley. Ask students to describe the similarities and differences between the two texts. Students can discuss their own experiences of bath time and whether or not they like it.

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## Learning Intentions

- We are learning to understand what we read.
- We are learning to read difficult words.
- \_\_\_\_\_

## Success Criteria

- I can show where in the text I found the answer to a question.
- I can break words into syllables.
- \_\_\_\_\_

## Guided Reading Notes

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