

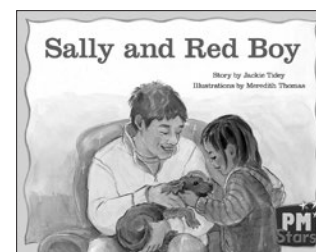
Sally and Red Boy

PM Level 12

Green

Text Type Narrative

Running Words 219



Preparing for Guided Reading

Orientation to the Text

- Recall previous stories about Sally, e.g. *Sally's Beans* (PM level 6). Tell students that Sally lives with her mum but spends time at the weekend with her dad.
- Read the title. Discuss the cover and title page illustrations. Talk about why 'Red Boy' is a very suitable name for the puppy.

Prior Knowledge

- In *Sally and Red Boy*, Sally's dad has organised a surprise for Sally, but she is reluctant. She would much rather play with her friend Rebecca than go to a farm with Dad to play with a little boy with red hair.

Key Language Structures

- Conjunctions are used to join clauses, e.g. *Sally saw Anna, but she did not see a little boy with red hair.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

around, if, put, smiled, someone, there, wants

Content Words

breakfast, laughed, surprise, tricked, works

Decoding

- Ensure students are transferring their phonemic awareness and knowledge of letter-sound relationships when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Remind them to cross-check, confirm or self-correct by re-reading or reading on to gain meaning.
- Emphasise attending to dialogue as an aid to meaning. Locate quotation marks and identify the speakers.
- Ensure students respond to punctuation within and at the end of sentences.

Focusing on the Book – Guided Reading

- Study the illustrations. Draw students' attention to Sally's doubtful expression on pages 4–5 and 8–9. Talk about Sally's reluctance to go to the farm. Encourage students to express and check predictions as the story unfolds.
- Discuss Dad's reasons for keeping Red Boy a surprise. Invite students to share their own experiences of pleasant surprises.
- Explicitly teach students to retell the story coherently using appropriate vocabulary. Remind them to use time and sequence words to order the events in the text.
- Discuss the additional information that prepositional phrases provide, e.g. *Sally saw a big red dog asleep by the fire.* Encourage students to use prepositional phrases in their own writing.
- Discuss the final sound and spelling pattern of these words: *Sally, happy.*
- Revisit words that have the final consonant doubled before adding the inflectional endings *-ed* and *-ing*, e.g. *run, running.*
- Find these words: *today, Saturdays, play.* Emphasise the skill of scanning across words. Ask students to name other words with the same final sound and spelling pattern.
- Discuss the long medial vowel sounds in these words: *like, coat, fire, came, take, smiled.*
- Locate the compound word *someone.*
- Talk about *Is* as an entry word to questions.
- Talk about the spelling patterns and meanings of these words: *here, hair.* Use the words in oral sentences.
- Discuss the prefix *a-* in these words: *around, asleep.* Clap the syllables.

Comprehension

- What was Dad's surprise? (*Literal*)
- What does Sally like to do on Saturdays? (*Literal*)
- Who was Anna? (*Literal*)
- Why did Dad tell Sally to cheer up? (*Inferential*)
- Why did Sally name the little dog Red Boy? (*Inferential*)
- What did Sally mean when she said, "Dad, you tricked me"? (*Inferential*)

Follow-up Activities

- Discuss and write about the responsibilities of looking after a new puppy.

Sally and Red Boy

Date _____

PM Level 12

Green

Learning Intentions

- We are learning to read longer sentences that have more than one clause, with the correct phrasing and fluency.
- We are learning to use different strategies to help us decode unknown words.

• _____

Success Criteria

- I can read sentences with more than one clause, using correct phrasing and fluency.
- I use letter clusters, such as digraphs, to break words into small parts to help me decode unknown words.

• _____

Guided Reading Notes

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