

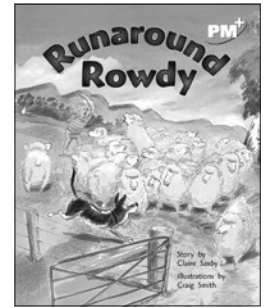
Runaround Rowdy

PM Level 24

Silver

Text Type Narrative

Running Words 1028



Preparing for Guided Reading

Orientation to the text

- Involve students in a discussion about dogs. Talk about how they can be trained to respond to commands.

Prior knowledge

- This is a story about Paul, a new character to the **PM Plus** series, and his dog, Rowdy. If Rowdy is to stay, Paul must prove by the end of the month that Rowdy can round up the sheep.

Building the Balanced Reader

Vocabulary

Key vocabulary

champion, guard, practised, searched, signals, supposed, taught, vegetable, wondered

Content Words

anxiously, creative, demonstration, energy, escaped, frantically, furiously, huddled, hustled, interested, relaxed, sigh, stomped, tailgate

Decoding

- Recognise high-frequency words.
- Apply a range of skills to process and decode unfamiliar words.
- Use prediction of events and associated vocabulary to gain a deeper understanding of the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Read the title and discuss the cover illustration. Talk about the tasks that farm dogs might be expected to do.
- Introduce interest words while discussing the illustrations, e.g. tailgate and woodbox. Ensure that students understand why Dad is angry. Predict what Paul will need to do if Rowdy is to stay.
- Check predictions. Discuss approaches to dog training, i.e. through particular words, signals, whistles, etc.
- Talk about the meanings of *huddled* and *hustled*. Discuss the phrases *clucking around* and *standing guard*.

- Ask students to read pp. 12–13 to themselves. Discuss the meaning of *Maybe I need to train him in a different way*.
- Observe the changes in Dad's body language. Discuss how Paul will be feeling now that he has succeeded.
- Use a thesaurus to find synonyms for *stomped*, *leaped*, *ruffled*, etc.
- Revise the name and use of the ellipsis.
- Revise prepositions: *through*, *towards*, *behind*.

Comprehension

- Why didn't Dad want to keep Rowdy at the farm? (*Literal*)
- How did Paul work out how to teach Rowdy to round up the sheep? (*Inferential*)
- Why did Paul practise every day with Rowdy? (*Applied Knowledge*)

Follow-up activities

- Provide additional books about dogs, e.g. *Dogs*. Have students complete small projects around the topic 'Interesting Facts About Dogs'.
- Read the stories about the dog, Bear, from **PM Library** (see Purple, Gold and Silver Levels). Have students write about happy experiences they have shared with their own or relatives' pets.
- Invite students to describe Dad and Paul's emotions and reactions at different places in the story. As a group, discuss how these centred upon making changes in Rowdy's behaviour.

Learning Intentions

- We are expanding our range of known high-frequency words, and using multiple skills and strategies to decode the text.
- We are learning to make predictions about the text and can discuss potential solutions to the problem encountered by the characters.

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Success Criteria

- I can use my knowledge of high-frequency words, and other skills and strategies to assist me in decoding the text.
- I can predict events in the text based and offer potential solutions to the problem that occurs in the text.

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Guided Reading Notes

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