

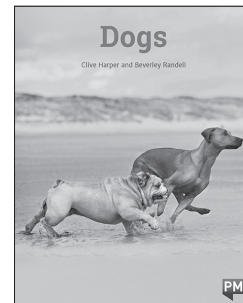
Dogs

PM Level 15

Orange

Text Type Information Report

Running Words 340



Preparing for Guided Reading

Prior Knowledge

- Discuss with students the key elements of an information report and how it is structured, including the table of contents and glossary.
- Ask students to share what they already know about dogs and what they might expect to find in the text.

Orientation to the Text

- Dogs are very good family pets. But they can also help people by performing jobs such as guiding blind people. This is because they are good at activities such as smelling and running, and they can be trained to follow commands.

Building the Balanced Reader

Vocabulary

Key Vocabulary

animals, cool, need, once, pink, told, when

Content Words

fields, guide, meat, panting, patches, person, tongue

Decoding

- Guide students to identify the sounds in unfamiliar words and model how to blend them.
- Encourage students to look for known parts of longer words to help them read accurately.
- Look at the word *patches* together. Ask, *What is the base of this word? How has adding '-es' to the base changed the meaning?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What questions do you think might be answered in this book? What would you like to know about dogs?*
- Read pages 2–3 together. Talk about students' experiences with pet dogs. Ask, *Is your dog big or little? What does it look like?* Students who do not have a pet dog can describe a dog they have seen.
- Model reading page 6 in a monotone voice and invite students to give you feedback on your expression. Ask, *How could we make this sound more interesting as we read?* Talk about the exclamation mark at the end of the third sentence and how this changes the way you read the sentence.

- Continue to page 8. Ask, *Have you ever seen a dog panting? Why do you think it was panting? What did it sound like?* Encourage students to explain their thinking.
- Read to page 12. Invite students to share when they have seen a puppy. Ask, *How did you know it was a puppy? Did it do any of the things described in the book?*
- Read page 13. Discuss the words *puppy school* that appear in bold. Ensure students know that this is not for emphasis, but because the term is in the glossary.
- Continue to page 15. Talk about the information in the book that shows dogs are good pets and link this with students' own experiences with dogs.
- Revisit the features of information texts with students, such as the table of contents, the labels on the diagram on page 5, and the glossary.

Comprehension

- What colour is a dog's tongue? (*Literal*)
- What might happen if a puppy did not go to puppy school? (*Inferential*)
- What do dog owners need to do to look after a puppy? (*Applied Knowledge*)

Follow-up Activities

- Read about other jobs that dogs do, such as police dogs and search-and-rescue dogs. For each, talk about why dogs are suited to the job and whether students think any other animals would be able to perform the same tasks.
- Discuss different names for baby animals with students. Ask each student to nominate their favourite animal and what the corresponding baby animal is called. Support students to find out if they do not know. Write on the board: *A baby dog is called a puppy.* Give students a piece of paper to write about the animal they chose, following your model. Ask students to illustrate their sentence. Put the sentences together to make a baby animal book.
- Talk about the unique features of dogs, including what they sound like and how they look. Ask students to act out what being a dog is like. In pairs, ask students to choose another animal and act out what it is like to be that animal. Invite the rest of the group to guess which animal each pair is portraying and how they knew.

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Learning Intentions

- We are learning to read with expression.
- We are learning to make connections as we read.

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Success Criteria

- I can change my voice when I read exclamations.
- I can make a book sound interesting when I read aloud.
- I can describe real-life experiences that are like the book.

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Guided Reading Notes

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