

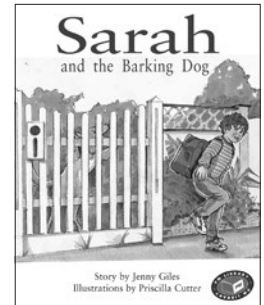
Sarah and the Barking Dog

PM Level 15

Orange

Text Type Narrative

Running Words 331



Preparing for Guided Reading

Orientation to the Text

- Ask those students who have dogs for pets to talk about the enjoyment they get from them. Ask students who have had bad experiences to share their feelings. Record these comments on a chart.

Prior Knowledge

- Many students may have had frightening experiences with dogs, and will identify with Sarah's fear when she has to pass a large, ferocious dog each day on her way to school.

Building the Balanced Reader

Vocabulary

Key Vocabulary

ever, every, must, scared, waiting

Content Words

afternoon, barked, drive, drove, following, rattled, seen, shaking, skipped, tall, tiptoed, wake

Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when required.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge, thinking aloud, attending to details in illustrations, attending to print details.

Focusing on the Story – Guided Reading

- Read the story title together. Remind students of Sarah, the main character in *Pepper's Adventure* (PM level 14).
- Talk to students about Sarah's fear, noting her facial expressions and her actions, i.e. she walked slowly along the path, hoping the dog would not see her, but when the dog started to jump up at the gate and bark, Sarah ran.
- Note that Sarah is very relieved that Mum has come to meet her. She shares her fears with her mother.

- Point out that Sarah's sister Lucy, who always has the security of her mother's presence, has no fear of the dog.
- Tell students that in fearful situations it is common to feel your legs shaking uncontrollably.
- Read the signs on the furniture removal truck together. Before reading the text, ask students to predict what might happen.
- Notice Sarah's relieved expression and joyful body language.
- Revise digraphs, e.g. *th* – *Then, There*; *wh* – *when, white*.
- Revise the punctuation for direct speech, e.g. speech marks, capital letter for first word, full stop/comma/question mark before close of speech marks. Locate examples in the text.
- Discuss the pause in a sentence, created by a comma, e.g. *The next morning, Sarah tiptoed past the white fence, but the dog saw her.*

Comprehension

- Why did Sarah stop when she came to the big white fence? (*Literal*)
- Why did Sarah tiptoe past the fence the next morning? (*Inferential*)
- Why did Sarah skip all the way home at the end of the story? (*Inferential*)

Follow-up Activities

- Ask students to recount other scary animal encounters they have had.
- Encourage students to discuss why the dog always barked at Sarah. Was it an angry dog? Did Sarah tease it at some time? Write these ideas on a chart and brainstorm other ways the problem could have been solved if the people didn't move away.

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Date _____

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Learning Intentions

- We are learning to integrate a variety of skills and strategies to decode unfamiliar words.
- We are learning to use a variety of comprehension strategies to predict or check meaning.

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Success Criteria

- I can use meaning, language structures and visual information to help me decode fluently.
- I can apply prior knowledge, think aloud, and attend to details in illustrations and print to bring greater meaning to the texts I read.

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Guided Reading Notes

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