

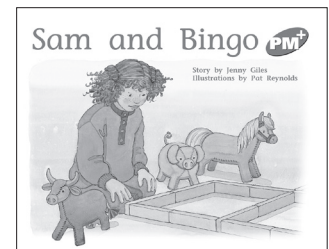
Sam and Bingo

PM Level 3

Red

Text Type Narrative

Running Words 53



Preparing for Guided Reading

Prior Knowledge

- Discuss students' pet dogs and ways in which students behave and interact with their pets.

Orientation to the Text

- This book introduces the character, Sam, who lives with her mother and her pet dog, Bingo. Sam makes a farm with blocks for her toys. When Bingo appears, she is at first annoyed, but then incorporates him into her game.

Building the Balanced Reader

Concepts About Print

- Link the visual pattern and sound of the initial upper-case letters: *S* – Sam, *M* – Mum, *B* – Bingo.
- Link the visual pattern and sound of the lower-case initial letters: *h* – horse, *c* – cow, *p* – pig, *d* – dog.
- Speech marks – introduce the punctuation symbol, name and meaning.

Vocabulary

Key High-frequency Words

Bingo, comes, dog, Here, is, Mum, my, No, on, said, Sam, The

Content Words

cow, farm, horse, look, pig

Decoding

- Locate the high-frequency words that are repetitively used in the text.
- Model using letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Slow down to problem-solve words and resume reading at a consistent steady rate.
- Locate and model the difference between the role of a full stop and a comma.

Focusing on the Book – Guided Reading

- **Cover** Talk about the 'farm' Sam has made for her toy animals.
- **Pages 2–5** Discuss the different farm animals that Sam has used and the way she has arranged the fences.

- **Pages 6–7** Have students predict where the next animal will go.
- **Pages 8–9** Were students' predictions correct?
- **Pages 10–11** Encourage students to predict what Bingo is going to do.
- **Pages 12–13** Ask, *How is Sam feeling? Why did Bingo come on to the farm?*
- **Pages 14–15** Have students predict what Sam will do next.
- **Page 16** Discuss Sam's character and her relationship with her dog.

Comprehension

- What was Sam building? (*Literal*)
- What did Sam tell her mum about Bingo? (*Literal*)
- Why did Sam have her hands on her hips? (*Inferential*)
- How many animals were there in Sam's farm at the end? (*Inferential*)

Follow-up Activities

- Encourage students to predict a different ending to this story, suggesting other ways that Sam might have reacted, or ways that they themselves might react in a similar situation.
- Make a farm with big blocks and soft toy animals, or plastic blocks and small plastic animals.

Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can use my voice to display the purpose of a full stop and comma.

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Guided Reading Notes

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