

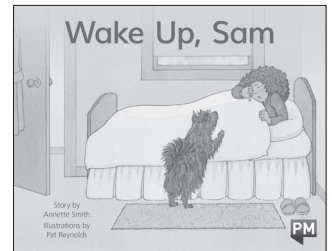
Wake Up, Sam

PM Level 3

Red

Text Type Narrative

Running Words 53



Preparing for Guided Reading

Prior Knowledge

- This is another book where we meet Sam and her little dog Bingo.
- Early high-frequency vocabulary brings success to the young reader within the first two pages.

Orientation to the Text

- Sam's little dog, Bingo, wakes her up early one morning.

Key Language Structures

- This book features simple sentences. Each sentence is on one line.

Building the Balanced Reader

Concepts About Print

- Use of italics to indicate Bingo barking (page 8).
- Punctuation symbols – name and meaning – exclamation marks (reinforce); speech marks (introduce).
- Voice intonation to assist meaning – model this for students.

Vocabulary

Key High-frequency Words

a, comes, Here, in, little, look, No, on, The, too, up

Content Words

asleep, bed, dog, Mum, wakes, woof

Decoding

- Locate the high-frequency words that are used repetitively 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 how to read the dialogue on page 10 (“No, Bingo! No!”).

Focusing on the Book – Guided Reading

- Identify the characters from a copy of *Sam and Bingo* (PM level 3).
- Cover the text initially and have students interpret the story.
- Discuss that the story takes place early in the morning.
- Allow students to talk about similar experiences that have happened in their lives.
- Read together, linking the text and illustrations.

Comprehension

- Who came into Sam's room first? (*Literal*)
- Why did Bingo jump onto Sam's bed? (*Inferential*)

Follow-up Activities

- Students could cut and paste pictures of beds and bedding onto a chart. Write large labels – *pillow, sheets, blankets*, etc. Talk about these labels.
- Paste coloured pictures of beds and bedding onto card. Have students sort all the things that begin with the letter *b*.
- Provide appropriate equipment in the home corner of the classroom for students to role-play making a bed.
- Role-play the story *Wake Up, Sam*.
- Students could write a story about being woken by their pet (or imaginary pet for students who don't have a pet). Encourage the students to take their story home and share it with their family.

Learning Intentions

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

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 an exclamation mark.
- _____

Guided Reading Notes

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