

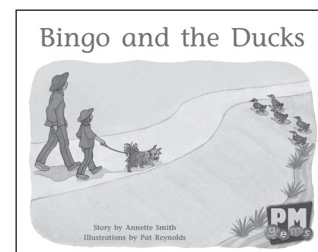
Bingo and the Ducks

PM Level 6

Yellow

Text Type Narrative

Running Words 121



Preparing for Guided Reading

Prior Knowledge

- Take students outside and look for any birdlife that can be seen from the schoolgrounds. Ask students to think about ways these birds can be kept safe.

Orientation to the Text

- This is one of several PM stories about Sam. In this story, Sam, Mum and their dog Bingo are walking along a river. Bingo sees a group of ducks and runs off towards them. Sam and Mum chase Bingo to keep him from reaching the ducks.

Key Language Structures

- Use of dialogue to express observations and exclamations.
- Words ending in *-er*: *after*, *river*, *water*.
- Use of shorter sentences to enhance dramatic tension.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

after, *away*, *back*, *came*, *cried*, *they*, *walk*, *went*

Content Words

Mum, *Sam*, *Bingo*, *river*, *ducks*, *Woof*, *naughty*

Decoding

- Locate and read most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- Cover** Use the illustration and initial letter *D* to decode the word *Ducks*. Read the title again on the title page and talk about the vignette of the ducks.
- pp. 2–5** Point out Sam and her mother, both recognisable by their hair colour, clothing and actions. Talk about the one-to-one matching of a child to an adult. Ask, *Do you think Mum, Sam and Bingo are enjoying their walk?*

- pp. 4–5** Direct students' attention to the group of ducks approaching the path. Ask, *Where do you think the ducks are going? Has Bingo seen the ducks yet?*
- pp. 6–7** Ask, *What tells us that Bingo is keen to get closer to the ducks? How do the ducks react to Bingo's barking?*
- pp. 8–9** Ask, *Do you think Bingo is listening to Sam? How are the ducks reacting to Bingo now?*
- pp. 10–11** Talk about the ducks' reaction to Bingo. Ask, *How do Mum and Sam feel about Bingo's behavior?* Encourage students to predict what might happen next.
- pp. 12–13** Discuss Bingo's delight to be in the water. Ask, *What do you think Mum and Sam are afraid might happen?*
- pp. 14–15** Discuss Sam calling Bingo a *naughty dog*. Ask, *Is Bingo now listening to Sam?*
- p. 16** Ask, *Why do you think Sam is now calling Bingo a good dog?*

Comprehension

- Why do you think the ducks came up the riverbank towards Sam and Mum? (*Inferential*)
- Why do you think Bingo wagged his tail? (p. 16) (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: choosing and writing the correct word to complete the sentences; determining if each statement is correct, and circling *Yes* or *No* accordingly; using the spaces provided to practice writing words from the story; following the sequence of pictures to write what happened next in the story.
- Have students write a short story about a time when a precious pet escaped and had to be found again.
- Discuss with students local parks or wetlands where they might see animals such as ducks. Make a list of things students can do, or avoid doing, to protect the local wildlife.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to remember information to help us understand what we are reading.

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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 sequence the beginning, middle and end events to retell the story.

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Guided Reading Notes

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