

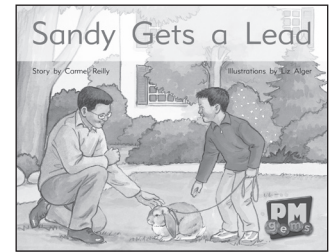
Sandy Gets a Lead

PM Level 6

Yellow

Text Type Narrative

Running Words 121



Preparing for Guided Reading

Prior Knowledge

- Talk with students about any pets they might have at home, particularly any pets that might be seen as unusual. Talk about the special care their pets need.

Orientation to the Text

- In this story, Harry is worried about his rabbit, Sandy, being confined in a rabbit cage. Harry acquires a lead and discovers that he can take Sandy for walks and runs.

Key Language Structures

- Varying sentence lengths.
- Dialogue between Harry and his father.
- Use of different verb forms, e.g. *run/ran/running*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

away, he, his, it, likes, running, went, will

Content Words

Harry, rabbit, cage, Sandy, garden, dog, shops, lead, grass

Decoding

- Locate and read most high-frequency words.
- Use 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 differentiate between the purpose of a full stop and a comma.
- Change voice to apply the purpose of quotation marks.

Focusing on the Book – Guided Reading

- **Cover** Identify Sandy (the rabbit) and talk about why people might want to put a lead on a pet rabbit.
- **pp. 2–3** Talk about Sandy's size in relation to the cage. Ask, *Do you think Sandy would like to be let out of the cage?*
- **pp. 4–5** Ask, *Why do you think Dad is worried about Sandy running away? Why might it be hard to stop a rabbit escaping from a backyard?*

- **pp. 6–7** Talk about the idea that Dad has when they see the dog being walked. Ask, *Do you think Dad's idea would be good for Sandy?*
- **pp. 8–9** Talk about the lead in Harry's hand. Ask, *Have you ever seen a rabbit lead before? Do you think Sandy will like it?*
- **pp. 10–11** Dad and Harry look very happy to see Sandy wearing the lead. Ask, *Do you think Sandy feels comfortable in his lead?*
- **pp. 12–13** Talk about Sandy's position on the grass. Ask, *Do you think Sandy will want to run with Harry?*
- **pp. 14–15** Discuss the success of Harry's mission. Ask, *Do you think Sandy is enjoying the run as much as Harry is?*
- **p. 16** Dad and Harry are both happy that Sandy enjoyed his run on the grass. Ask, *Do you think Harry will take Sandy for a run on the lead again? Why/Why not?*

Comprehension

- Do you think it was a good idea to buy Sandy a lead? Why? (*Inferential*)
- Why do you think Sandy liked being out of his cage? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: writing the correct form of the verb (*run/running*) to complete the sentences; writing the correct character names to complete the sentences; writing the correct nouns to complete the sentences; using the provided spaces to complete the words, noticing that these words rhyme with each other.
- Direct students to draw a picture of their pets, or a friend's pet. Assemble a classroom pet gallery.
- Have students think of other pets that might be able to be walked on a lead. Make a list of their suggestions.

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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