

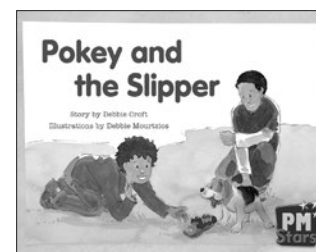
Pokey and the Slipper

PM Level 10

Blue

Text Type Narrative

Running Words 179



Preparing for Guided Reading

Orientation to the Text

- Recall the main characters and sequence of events in *Pokey Is Sick* (PM level 8).
- Read the title of the book and discuss the cover illustration. Talk about the mischievous behaviours of puppies such as chewing things they shouldn't, jumping on furniture and not responding to commands.
- Looking at pages 14–15, explain that Tess is going to play a trick on Pokey. Invite students to anticipate what the trick might be.

Prior Knowledge

- This is the second story in the series about Tess, Danny and Tess's little puppy, Pokey. In this story, Tess calls upon Danny to help when Pokey runs outside with her slipper.

Key Language Structures

- Phrases that tell *when* or *where* add meaning to the verbs in the sentences.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

did, laughed, slowly, that, that's, then

Content Words

bone, game, house, mouth, slipper, trick

Decoding

- Build upon students' phonemic awareness. Provide support when students apply their knowledge of letter–sound relationships to decode or check unfamiliar words, e.g. *th-a-t*, *d-i-d*. Encourage students to cross-check their decoding attempts against meaning and structure.

Fluency and Phrasing

- Explain that predicting is closely related to meaning. Demonstrate how fluent readers use prior knowledge and information in the text to anticipate the meaning of unknown words or phrases, e.g. *I think this word is ... What can I check to see if I am right?*
- Explicitly teach students to adjust how fast they are reading when there is a need to clarify meaning. Suggest that they repeat phrases or

re-read from the beginning of the sentence. Explain that this helps them to connect what is new to what is already known.

Focusing on the Book – Guided Reading

- Identify nouns used in the book, e.g. *Danny, Tess, Pokey, slipper, garden, tree, bone*. Write these words on a whiteboard. Provide opportunities during shared, guided or independent writing for students to use these words to write a simple recount of events.
- Locate groups of words in the story that provide additional information about *where*, e.g. *Then Pokey sat down by the big tree*. Explain how the additional words support meaning.
- Identify the rhyming patterns in *that, hat; down, brown*. Practise changing the onsets to make new words.
- Draw students' attention to the *-ck* sound at the end of *trick* and the *-th* at the end of *mouth*.
- Write these words on a whiteboard: *slipper, flower, after*. Ask students to name other words with the same final sound and spelling pattern.
- Talk about these irregular verb tenses: *has, had; come, came; get, got; run, ran*.
- Locate sentences that begin with the conjunction *but*, e.g. *But Pokey ran away very fast*. Explain that the word *but* has been used to introduce a new sentence that adds opposing information.
- Identify contractions in the book, e.g. *that's* and *I'm*. Show students how to write these words in expanded form. Use the contractions in sentences.

Comprehension

- Why did Tess want Danny's help? (*Literal*)
- How did Tess trick Pokey? (*Literal*)
- Why did Tess shout when she wanted Danny? (*Inferential*)
- Why did Danny walk slowly when he saw Pokey sitting by the tree? (*Inferential*)
- Why wouldn't Pokey let Danny have the slipper? (*Inferential*)

Follow-up Activities

- Re-read the story up to the end of page 13. Discuss an alternative ending to the story. How else could Tess have tricked Pokey? With the students, write a new solution to the problem.

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Learning Intentions

- We are learning to more accurately make predictions about events in the text.
- We are learning to recognise a variety of punctuation marks to assist with fluency when reading aloud.
- _____

Success Criteria

- I can more accurately make predictions about events in the text.
- I can recognise a variety of punctuation marks to improve the fluency of my oral reading.
- _____

Guided Reading Notes

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