

Scruffy Runs Away

PM Level 10

Blue

Text Type Narrative

Running Words 187



Preparing for Guided Reading

Prior Knowledge

- Talk about basic commands used to train a young dog.
- Have students share any memories they have of a pet escaping and having to be caught again.

Orientation to the Text

- In this story, Dad goes for a run. He is joined by Josh, who rides his bicycle, as well as Josh's dog, Scruffy. As they run and ride, Scruffy escapes and runs ahead. Josh has to ride after him on his bike to catch him.

Key Language Structures

- Phrases that tell when or where add meaning to the verbs in the sentences.
- Commands: "Come back here, Scruffy," shouted Dad. "Come back here, now!"; "Sit, Scruffy! Sit!" shouted Josh.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

but, first, from, jump, laugh, now, slowly, that, then

Content Words

Dad, Josh, river, Scruffy, bike, dog, sit, path, naughty

Decoding

- Recognises the high-frequency words in the text.
- Applies knowledge of sound-letter relationships to assist with decoding of unfamiliar words.

Fluency and Phrasing

- Adjusts the pace of reading to assist with fluency.
- Makes appropriate predictions about the text to assist with understanding.

Focusing on the Book – Guided Reading

- Read the title together and discuss the cover photograph.
- Ask students to consider what might happen if Dad lets Josh and Scruffy come to the river.
- Discuss how Josh and Scruffy feel about joining Dad at the river.
- Discuss the last sentence on p. 4. Predict what might have happened on another occasion.

- Talk about the repeated use of the word *slowly*. Ask students if they think the characters will keep moving slowly.
- Ask students to infer what happened to Scruffy's lead when he started to run very fast. Have students predict what will happen next.
- Talk about Josh's rescue mission on his bike. Ask, *Do you think Josh can ride fast enough to catch up to Scruffy?*
- Recognise blends: *sh* – *shouted*, *St* – *Stay*. Use the **PM Library Alphabet Blends** books to find other words.
- Find words in the book ending with *-y*: *Scruffy*, *very*, *naughty*, *slowly*. Have students suggest other words with the same final sound and spelling.

Comprehension

- Why do you think Scruffy ran slowly at first? (*Inferential*)
- Do you think Scruffy stopped when Josh shouted 'Sit'? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: choosing correct words to complete sentences from the story; choosing correct blends to complete the words in sentences from the story; writing full sentences from the story, using three provided words; writing rhyming words to match pictures.
- Ask students to make a list of all the commands they think a dog should be able to recognise and obey. Encourage them to be imaginative, including commands for tricks and games.
- Have students imagine that they are Josh, and that Scruffy has escaped in another location, such as a busy street or park. Ask students to imagine what they would do to catch Scruffy, and write a short procedure about how they would go about it.

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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