

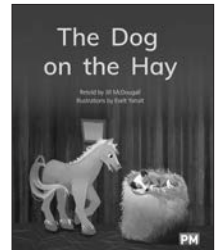
The Dog on the Hay

PM Level 10

Blue

Text Type Narrative

Running Words 191



Preparing for Guided Reading

Prior Knowledge

- Students should be able to recognise common farm animals and what they might eat.
- Students should be familiar with the use of humour in a story.

Orientation to the Text

- The horse wants to eat some hay, but the dog won't move from its bed on top of the pile. When the horse discovers the cow is also hungry, the two of them make a plan to remove the dog.

Key Language Structures

- The story is largely told through direct speech.
- Both regular and irregular past-tense verbs are incorporated into the text.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

did, jumped, Now, outside, saw, shed, that, then

Content Words

cow, hay, horse, hungry

Decoding

- Encourage students to be persistent and try more than one strategy when they are not sure of a word.
- Look at the word *asleep* on page 6. Ask, *What word do you get if you take the 'a' off the front? What is the difference between the two words?*

Fluency and Phrasing

- Support students to practise modifying their inflection as they read exclamations and questions.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students to predict where the story takes place and what words they might expect to see as they read.
- Read page 2 together. Point out the words *One* and *on*. Ask, *What letters do these two words have in common? How does adding the 'e' to on change the way the 'o' sounds?*

- Continue to page 7. Ask students to describe where the dog and horse are and how students know this.
- Read page 8 together. Ask, *What is the base word of jumped? What is the base word of said?*
- Continue to page 10. Support students to practise reading the dialogue how it would be said in real life. Discuss why **No!** is in bold.
- Look at pages 12–13. Ask, *What information do you have about the setting that you didn't have before this?*
- Read to the end of the text. Discuss whether students thought it was a good ending and why.

Comprehension

- Who helped the horse to move the dog from the hay? (*Literal*)
- How do you think the dog was feeling when the horse asked him to get off the hay? (*Inferential*)
- Do you think the dog should have moved from the hay? Why or why not? (*Inferential*)

Follow-up Activities

- Explain to students that where a story takes place is called a setting. Ask students to describe the setting of the story to a partner. Invite students to share their responses with the group and write down the key vocabulary that students use in one column of a T-chart.
- Read students another illustrated book and ask them to think about the setting as they read. Invite students to suggest words or phrases to describe the setting and record these on the other side of the T-chart. Compare the lists to see what is similar and what is different about the two settings.
- Ask students to think about what the story might have been like if it was set somewhere else, such as a shopping centre. Discuss their ideas as a group and record what would change in the story and what would be the same. Write a shared text that uses the same idea and characters from the story in the new setting.
- Put students into groups of three and record them reading the text, with each student reading the dialogue of a different character. Play the recordings back for students and have them give each other supportive feedback about the way they read.

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Learning Intentions

- We are learning to read unfamiliar words.
- We are learning to identify the features of narrative texts.

• _____

Success Criteria

- I can find the base word of a longer word.
- I can describe the setting of a story.

• _____

Guided Reading Notes

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