

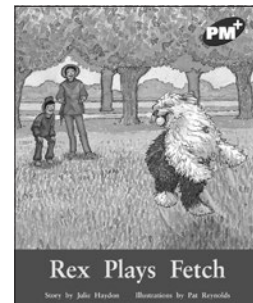
Rex Plays Fetch

PM Level 19

Purple

Text Type Narrative

Running Words 462



Preparing for Guided Reading

Orientation to the text

- Re-read *That's Not Our Dog* (PM level 17). Talk about the companionship that exists between Jacob, his mother and their dog, Rex.

Prior knowledge

- Broken glass is a dangerous environmental hazard. In this story, Rex (an old English sheep dog who first featured in *That's Not Our Dog*) is the innocent victim. A visit to the vet is required.

Building the Balanced Reader

Vocabulary

Key vocabulary

few, quite, threw, throw, used, wear

Content Words

bandage, bleeding, fetch, limped, limping, skid, sped, stitched, stitches, tennis

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Read the title. Talk about the need for dogs to have regular exercise. Compare ways in which this can be accomplished.
- Brainstorm interesting or unusual actions that dogs are sometimes seen doing, e.g. running around in circles when excited, wagging their tails when happy or jumping to catch a ball.
- Talk about why the game that Jacob and Rex played was called *fetch*. Search the text for vocabulary explaining how the game is played.
- Discuss the hazards of broken glass! Talk about Rex's accident, care and recovery. Help students to understand why it was necessary for the vet to put Rex to sleep. Discuss the collar that was put on Rex by the vet, and why it was necessary.

- Find examples of vocabulary that heightens meaning, e.g. *Rex gave a happy yip*. Discuss the care given to Rex before he was able to enjoy his favourite game once again.
- Discuss these irregular past tenses: *throw, threw; catch, caught; speed, sped*.
- Revise digraphs in medial or final positions, e.g. *fetch, stitch; bush, rushed*.
- Discuss words with a soft c: *circles, excitement*.
- Revise more difficult letter clusters: *reach, limp, think, dust, yelp*.
- Make a list of action verbs, e.g. *raced, grabbed, dropped, rushed, waited, skidded*. Write the words on a chart and talk about how they heighten the meaning for the reader.
- Explore synonyms for action verbs, e.g. *Rex raced after the ball*. Substitutions for *raced* might be *ran, chased, sped, hurried*. Practise using a dictionary and thesaurus to find words that have a similar meaning. Write these words on a chart and encourage the children to use them in their story writing.

Comprehension

- What did Jacob put in his pocket when he went to the park? (*Literal*)
- Why did the vet put Rex to sleep to stitch his paw? (*Inferential*)
- What was the purpose of the plastic collar or Rex? (*Inferential*)
- How do you know Rex enjoyed playing fetch? (*Inferential*)

Follow-up activities

- List ways broken glass can be disposed of responsibly. Make posters that display these messages.
- Make a large shared book about dogs. Ask each student to write about and draw one fact that interests them on a piece of paper. Bind the pages to make a book.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, scanning across words and affixes to decode the text.
- We are learning to make predictions about the text and to integrate our knowledge of reading skills and strategies to derive greater meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, scanning across words and affixes to assist me in decoding the text.
- I can predict events in the text and use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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