

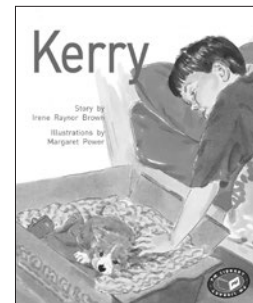
# Kerry

PM Level 23

Silver

**Text Type** Narrative

**Running Words** 876



## Preparing for Guided Reading

### Orientation to the text

- Re-read *Dogs* (PM level 14/15). Discuss how to care for a young puppy.

### Prior knowledge

- This is the first of two stories about Steve and his puppy, Kerry. This story introduces students to the responsibilities of owning a pet. It shows how Steve and his family dealt with these issues.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*comfort, ninth, responsibility, straight, wreck*

#### Content Words

*comfortable, corgi, earned, especially, hammering, impressed, instead, interesting, magnificent, pneumonia, preferred, squeeze, touched, trembled, unfolded, weather, whimpered*

### Decoding

- Consolidate recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and the events in the text. Provide support and encouragement when necessary.

### Focusing on the story – guided reading

- Read the title and look at the cover illustration, talking about the new characters, Steve and Kerry.
- Study the illustrations on pp. 2–5. Ensure that students understand what makes a suitable home environment for a dog. Discuss the responsibilities involved and what Steve did to show his parents that he was responsible. Ask students to explain what Dad meant when he said, *I'm impressed*.
- Have students search the text on pp. 6–7 to find out how Steve comforted Kerry. Discuss the words *trembled*, *whimpered* and *cried*. Ask students to check the meaning of each word by finding it in the dictionary.

- After reading p. 8, encourage students to predict what might happen next.
- Discuss why Kerry howled, even though he was in his box, with his hot-water bottle and his piece of old blanket.
- Ask students to read the text on pp. 12–13 to find out why Kerry preferred to sleep outside rather than in his kennel.
- Study the illustrations on pp. 14–16. Explain the words *preferred* and *pneumonia*. Have students check their understanding of these words by finding them in a dictionary. Discuss alternative endings for the story.
- Locate examples of the word *He's/he's*. Distinguish between those that mean *he is* and those that mean *he has*.
- Revise the use of an ellipsis on p. 5, i.e. to show that there has been a longer pause in the sentence.

### Comprehension

- How did Kerry behave in the car on the way home? (*Literal*)
- Why was everyone else able to go to sleep when Kerry was in the playpen? (*Inferential*)
- Why did Steve think Kerry could catch pneumonia? (*Applied Knowledge*)

### Follow-up activities

- Ask students to imagine they want to own a pet and write a letter to their parents telling them how they will prepare for its arrival and then look after it.
- Conduct an organised discussion about which animals make the best pets. Encourage students to justify and clearly express their opinions.

## Learning Intentions

- We are consolidating our knowledge of high-frequency words, and using phonics, syllabification, familiar words, affixes and scanning to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences, vocabulary in the text, and potential solutions to the problem encountered by the characters.

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## Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, personal experiences, vocabulary and potential solutions to the problem presented in the text.

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## Guided Reading Notes

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